

**IMPROVING STUDENTS' SPEAKING SKILLS
USING COMMUNICATIVE ACTIVITIES: A CLASSROOM ACTION
RESEARH AT ABE'S CLASS, A PRE-INTERMEDIATE CLASS OF
ENGLISH MADE EASY**

**A THESIS
Presented as a Partial Fulfillment for the Attainment
of a *Sarjana Pendidikan* Degree in English Education Department**



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APPROVAL

**IMPROVING STUDENTS' SPEAKING SKILLS USING
COMMUNICATIVE ACTIVITIES: A CLASSROOM ACTION RESEARCH
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EASY**

A THESIS SUMMARY

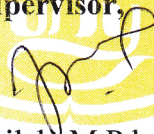
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan dengan mengikuti tata cara etika penulisan karya ilmiah yang lazim.

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Mottos

Dreaming and doing are different things. Life is about making your dreams come true and living the dreams you have.

Life is not about waiting for the storms to pass. It is about learning to dance in the rain.

You will miss the shot when you don't try.

It's better to conquer yourself than to win a thousand battles. Then the victory is yours. It cannot be taken from you, not by angels or the demons, heaven or hell.

Think big and dream bigger!

No matter where you are planted. Just grow!

DEDICATION

I dedicate my thesis to:

- My beloved father and mother (Andang Nugroho Adi Santoso and Sri Yuliyati)
- My beloved sister (Berlian Adityas Utami)
- My special friend (Roy Elyasta Ginting)
- All of my best friends who have always been there for the good and bad time
- All of my teachers from whom I learn many things
- All of my students with whom we share many things

Thank you for the deepest love, support and encouragement along my life.

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I realized that this thesis is far from being perfect; therefore, criticisms and suggestions from readers are highly appreciated for the improvement of this thesis. I hope this thesis can contribute to the development of English teaching and learning processes.

Yogyakarta, October 16, 2013
The Writer,

Intan Nur Charina

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IMPROVING STUDENTS' SPEAKING SKILLS USING COMMUNICATIVE ACTIVITIES: A CLASSROOM ACTION RESEARCH AT ABE'S CLASS, A PRE-INTERMEDIATE LEVEL CLASS OF ENGLISH MADE EASY

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The objective of this research was to improve students' speaking skills using communicative activities at Abe's class, a pre-intermediate class of English Made Easy, an English course for adult learners.

The research was conducted in two cycles involving communicative activities in the forms of various information gap activities and games as the main actions. They were panel discussion, 'give me a suggestion, please', and 'sharing my preference'. Using classroom English, communicating the objectives of the learning to the students, conducting pre-communicative activities, conducting communicative activities, giving feedback, giving vocabulary and pronunciation check, using media in learning processes and giving rewards to 'the student of the day' were the actions conducting during this research. The data were obtained by observing the teaching and learning processes, interviewing the collaborators, holding discussions with the collaborators and taking pictures during the teaching and learning processes. The instruments of this study were observation sheets, interview sheets, recorder and a camera. The data collected were qualitative in nature. The data were analyzed from the vignette and interview transcripts during the actions. To avoid the subjective analysis, investigator and time triangulation were used. Democratic, process, outcome, catalytic, and dialog validity were also used to fulfill the validity and reliability of the data.

The research result showed that the students' speaking skills improved through communicative activities. The improvements were achieved gradually which covered some aspects, such as responsiveness, fluency, accuracy, self-confidence and cooperation. The students got better atmosphere of learning and got ample opportunities to practice their English and to experience English by themselves. It resulted in the students; improvement of both quantity and quality of their language production. They became more confident to speak in English. All implemented actions were successful to make the students active in joining the teaching and learning processes.

CHAPTER I

INTRODUCTION

The objective of this study is to improve students' speaking skills at pre-intermediate level of English Made Easy through communicative activities. This chapter presents the background of the study, the identification of the problem, limitation of the problem, formulation of the problem, the objective of the study, and the significance of the study.

A. Background of the Problem

English has become the international language and has been used widely. Mastering English, therefore, has become very important. Realizing the importance of English, many adults want to study English. However, since English is one of the compulsory subjects taught in Junior High School to Senior High School, English has been exposed. In reality, many Senior High School graduates are not able to perform English skills. Meanwhile, they encounter a high demand for English mastery, since English is an important extra credit for finding a job. In fact, many companies demand that the employees should be able to use English and have a high English proficiency. Their English mastery will be an important consideration for a company to recruit its new employees. This is related to the fact that as an international language, English is used widely. When a person has a high level of English mastery, one will be able to access information and broaden his knowledge more easily and more widely, as well as sharing the information.

Speaking is an important skill that students need to be able to perform. It is a verbal productive skill which will be very useful in communication. In order to be able to express ideas, thoughts, feelings, opinion or information and message verbally, they will have to master the skills in speaking. Moreover, unlike any other language skills, when speaking, the speaker produces speech autonomously and directly. This skill is used for direct verbal communication and interaction, thus it involves many other communicative competences. Continuous practices, opportunities and exposure are needed in order to help students develop their speaking skills.

Since speaking is a productive skill, it involves the ability of communicative competence, pronunciation, intonation, grammar, vocabulary and fluency. Many students find it difficult to speak using English. They are confused about its grammatical pattern, pronunciation and are still not quite fluent in delivering their speech.

Although English is taught since Junior to Senior High School, in reality, many Senior High School graduates are not able to perform English skills, especially speaking. To develop the ability of oral communication of students in colleges and universities and to make them communicate freely as well as making them express their ideas clearly have become the problems troubling many teachers.

It is believed that there are several reasons causing the students' difficulties in speaking. Some of the reasons are due to the previous teaching methods which were less effective. In previous years the methodology was

teacher-centered with a focus only on reading and writing. Grammar was considered of primary importance and was often taught through a separate grammar book. Vocabulary teaching consisted mainly of memorization. Writing lessons consisted of memorization and writing of model composition, combined with grammar and vocabulary exercises. Speaking skills were not dealt with seriously in any way (students were not expected to interact).

In the previous teaching method, most of the activities were of the traditional modes, such as reading the dialogues, reciting texts and doing written exercises. Almost all important examinations did not consist of an oral test, which caused both the teachers and students to neglect oral English. This caused the reluctance in using Communicative Approach besides the deficiency in speaking ability themselves.

Speaking is the skill that students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus teachers have a responsibility to prepare the students as much as possible to be able to speak English in the real life situations.

Based on the observation conducted by the researcher at the pre-intermediate class of English Made Easy, some problems were found. Students were asked to read a dialogue between two people containing some expressions of greeting and introducing oneself. Students were asked to find some expressions of introducing oneself. The teacher did not correct the students' mistakes in pronouncing words and expressions and did not give feedbacks, although those

are important. Students were asked to translate the vocabularies found in the dialogue.

When they were asked to introduce themselves, students made many mistakes both in grammar and pronunciation. Many students often asked the teacher many vocabularies that they wanted to use when introducing themselves. The dialogue as the model text did not include the vocabularies that they wanted to use to introduce themselves. The students did not really interact during the class. They merely read the dialogue aloud, found the expressions contained in the dialogue and introduced themselves. The class atmosphere was not encouraging. The activities were not sufficient in enhancing students' speaking skills.

Some students were not able to speak fluently and autonomously because of the limited vocabularies. The students faced many obstacles in expressing their ideas through verbal language. Many students were not fluent in delivering their speech. Many others made some grammatical errors—mainly caused by the interference of their mother tongue and translation. The students were not prepared. Some students spoke the Indonesian utterances first and attempted to translate them into English; therefore they asked the teacher to translate the expressions into English. They made many complex Indonesian sentences and asked the teacher to help them. They merely imitated the translation from the teacher. This did not give them a meaningful task. Therefore, the activities were not meaningful and the learning process was not effective.

Based on an informal discussion, the teacher confirmed that she faced difficulties in making students speak fluently. A more interactive atmosphere

needs to be created in dealing with the situation above. Attempts to create a more effective learning are also needed in order to improve students' speaking skills. The researcher will conduct an action research in order to cope with the problems by employing teaching methods that are considered effective in improving students' speaking skill. To be able to do that, the problems should be identified in the following part.

B. Identification of the Problem

In identifying the problems, observations and interviews were conducted. The observation of the class was conducted on Friday, June 14, 2013. The interviews were also conducted on the same date. The observation was on Abe's class, a pre-intermediate class of English Made Easy. The class consists of 10 students. Pictures were taken and field notes were written to describe the classroom's situation. The English teacher and the students were also interviewed related to the teaching and learning processes.

Based on the observation, some problems related to speaking learning processes were found. The problems can be identified as follows:

1. Teacher

A good English teacher should be able to play his/her play well in teaching the students. He/she needs to guide the students to reach the objectives of learning. He/she also needs to be able to manage the whole things in the class. He/she should be able to give clear directions, design meaningful activities and

tasks, as well as creating a good learning atmosphere. Moreover, he/she should be able to give feedbacks, corrections and suggestions.

However, based on the observation conducted by the researcher, the teacher had not fulfilled the criteria of a good teacher. She did not give clear guidance to help students reach the target language function. The activities in the class were not well-designed and the tasks, such as reading the dialogue aloud, identifying the expressions from the dialogue, and memorizing the dialogue were insufficient to give the students assistance with the difficulties that arouse. Besides, the teacher also did not state the aim and objectives of the learning, thus the students were not aware of the target that they wanted to accomplish.

2. Students

Good English learners have to have high motivation in learning English. They ideally have willingness to communicate using English. They should be confident, attentive, and responsive during the learning activities. They should be able to convey meaning and communicate using English.

Based on the observation conducted in the class, some students showed positive behaviors. Some of them were attentive and they were not reluctant in communicating using English although they still had difficulties in speaking. However, some students did not show positive behaviors. They did not really pay attention to the teacher's explanation. They were not very responsive and they did not seem to be interested in the activities. Some were busy with their cell phone during the class.

On average, the students showed poor quality of speaking skills. Many students had some problems with producing structurally acceptable utterances. Based on the interview, students also explained that it was difficult for them to express their idea and message by using English. Many students had poor vocabularies and they tended to translate Indonesian into English. That explained why during the class, they sometimes produced mistakes due to the interference of their mother language.

3. Learning Materials

Appropriate learning materials are important in order to help students improve their speaking skills. The materials should give students a lot of opportunities to practice their English and to learn English. The materials should also be relevant to the objectives of the learning. The materials should be effective in helping the students reach the expected outcome. It is important to have various materials from many sources so that the learning process can be enjoyable, interesting, meaningful, and the students will not be bored in joining the class.

Through the observation, the materials used during the class were not various. The students were not equipped with any course book. Instead, the teacher gave some hand- outs to the students. The hand-outs were related to the materials that they learnt in that meeting. The hand-outs contained the written exercises and the speaking tasks. The students usually have different hand-outs in every meeting. It is expected that the students will be curious about the materials and tasks that they have to accomplish, so that they will be more challenged.

In this English Institution, the students should pass the final tests in order to go to a higher level. Those who do not manage to pass the final test cannot go to the following level, and thus, have to repeat the level. Course books are not given also to anticipate this. Should the students repeat the level, they will have different and various materials of the same subjects instead of having to buy other different course books. It is hoped that the materials can give them new experience and can provide supporting enrichment.

4. Media, Equipments and Facilities

Media, equipments, and facilities are necessary in order to optimize the learning process. Those are also used to help the learning process become easier and more effective. There are some media which are commonly used in the class, such as card, pictures, recordings, and videos. There are also some equipments to optimize the learning process, such as, whiteboard, laptop, tape, TV, DVD, and many others. The facilities that students can enjoy are: small library containing books, magazines, and DVDs and Daily Conversation (DC), a free class where all students from elementary level to advanced level can practice their English by discussing various topics, conducted twice a day from Monday to Friday.

Whenever needed, the teacher can employ the equipments. There are two types of classroom. There are classroom with chairs and classroom with no chairs, covered by carpet, called “lesehan” class where usually the teacher uses to conduct the class where s/he wants to apply games. Teachers are free to use any type of the classroom.

However, the media, facilities, and equipments have not been used optimally. The teachers rarely use the TV, and DVD to give more visual input and to help students understand easier. Only sometimes do the teachers make use of the media such as pictures and cards. As a matter of fact, the use of those media can be very helpful. They can give better illustration and make the students more interested in the lesson. The teachers can also explore more activities of English learning using the media. Besides, the books and magazines are considered insufficient in order to help students get more enrichment. The magazines and books are mainly suitable for students above intermediate level due to the content and the complexity of the language.

C. Limitation of the Problem

The limitation of the study is limited to improving students' speaking skills at pre-intermediate level, Abe's class, in English Made Easy through communicative activities. This is due to the consideration that communicative approach is the approach that meets the needs of the students to speak more fluently and accurately. Thus activities that encourage students to learn to use English are therefore communicative learning activities.

Communicative activities are used as the treatment of improving students' speaking ability. The class is a conversation class which focuses more on the speaking ability. Communicative competences are the skills that they need to master and thus an effective learning is needed in order to reach the objectives. Based on the discussion with the collaborators, communicative activities are the

suitable method to be conducted in order to cover the learning of the communicative competences.

It is expected that the activities can engage students in communication which requires the use of communication processes, such as, information sharing, negotiation of meaning, and interaction. The activities can be in the form of asking and answering questions, role playing, having discussion, debating, playing games, group working, etc.

This action research will be conducted in Abe's class, a pre-intermediate level class. It is hoped that this activities will improve students' speaking skills. The activities are expected to give students more opportunity to practice and use English and to engage students in more interactions requiring them to speak English.

D. Formulation of the Problem

Related to the limitation of the problem, the formulation of the problem is concerned with the kind of suitable tasks and activities that suit the situation in the classroom in order to create effective learning and supportive atmosphere in the learning processes. The formulation of the problem is represented by the following form of question of "How can the speaking skills of students of Abe's class in English Made Easy be improved by the use of communicative activities?"

E. Objective of the Study

The objective of the study is to improve the speaking skills of students at pre-intermediate level of English Made Easy through communicative activities.

F. Significance of the Study

The writer hopes that this study will give some benefits in the following ways.

1. Teacher

Hopefully, this study will give new insights to teachers. The result of the study will give general picture of the successful and effective methods in teaching speaking skills. This study is expected to be able to inspire them in implementing effective learning in their class.

2. Students

This study will give the students new experiences in doing speaking tasks that can be shared with their new teachers and friends. This research also will enrich students' speaking skills mastery.

3. Researcher

For the researcher, this study will be used as an experience on how to conduct research related to problem-solving capability.

4. Students of English Education Department

For other researchers in the same topic, this research hopefully can be an input or reference to their research.

CHAPTER II

LITERATURE REVIEW

This chapter consists of two parts which are literature review and conceptual framework underlying the study. The theoretical review is presented in four headings. Those are communicative language teaching, teaching speaking skills, communicative activities and assessing speaking skills. The next part describes the conceptual framework.

A. Theoretical Review

Communicative Language Teaching

a. The Concept of CLT

Communicative Language Teaching is a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate the learning and roles of the teachers and learners in the classroom (Richards, 2006:2). Harmer (2001:84) adds that communicative language teaching is a set of beliefs which includes not only re-examination of what aspects of language to teach that stresses the significance of language functions, but also a shift in emphasis in how to teach that is related to the idea that language learning will take care of itself and that plentiful exposure to language in use and plentiful opportunities to use it are vitally important to students' development of knowledge and skills.

Communicative Language Teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative

competence the goal of language teaching and by acknowledging the interdependence of language and communication (Laser-Freeman, 2000:121). The goal of CLT is to enable students to communicate in the target language fluently and accurately. Thus, CLT tends to be learner-centred rather than teacher-centred (Brown 2001:46). It requires the students to acknowledge the language forms, meaning, and functions of the language. It leads students to communicate in meaningful ways in certain situations.

Richards (2006:22) gives ten core assumptions of current communicative language teaching as follows:

- 1) second language learning is facilitated when learners are engaged in interaction and meaningful communication,
- 2) effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used and take part in meaningful interpersonal exchange,
- 3) meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging,
- 4) communication is a holistic process that often calls upon the use of several language skills or modalities,
- 5) language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection,
- 6) language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently,
- 7) learners develop their own routes to language learning, progress at different rates, and have different needs and motivation for language learning,
- 8) successful language learning involves the use of effective learning and communication strategies,
- 9) the role of the teacher in language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language learning and

- 10) the classroom is a community where learners learn through collaboration and sharing.

The assumptions above imply that English teachers should provide classroom activities that give opportunities for students to use the language to interact in meaningful communications. Thus, it is the teachers' task to give feedback for every single activity done by students so students, at the end, are able to use the language accurately and fluently. It is also important to the teacher to teach communicative strategies in accordance with their own styles of learning. Furthermore, the teacher, as facilitator needs to create comfortable atmosphere with various interesting activities such as pair or group work activities. Therefore, students can practice to use language, for example, by sharing ideas, opinions and other feelings to each other as well as to the teacher.

b. The Characteristics of CLT

Brown (2001:43) suggests the six interconnected characteristics of CLT.

They are described as follows:

- 1) classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with pragmatic,
- 2) language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational forms are not the central focus, but rather aspects of language that enable the learners to accomplish those purposes,
- 3) fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use,
- 4) students in a communicative class ultimately have to use the language, productively and respectively, in unrehearsed context outside the classroom. Classroom tasks must therefore equip the students with the skills necessary for communication in those contexts,

- 5) students are given opportunities to focus on their own learning process through an understanding on their own styles of leaning and through the development of appropriate strategies for autonomous learning, and
- 6) the role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic meaning through genuine linguistic interaction with others.

The characteristics above indicate that the purpose of learning the language in CLT is to gain all components of language by engaging students in meaningful communication. CLT also sees fluency as important as accuracy. Therefore, the teacher needs to balance the activities which focus on both fluency and accuracy. The teacher should also provide classroom activities with many opportunities to use the language through appropriate strategies and autonomous learning. Students are considered to be the center of the class by guidance from the teacher. In a way, some of the characteristics make it difficult for a nonnative speaking teacher who is not very proficient in the foreign language to teach effectively.

c. The Goal of CLT

The goal of CLT is to reach communicative competence that refers to the use of language for meaningful communication (Richards, 2006:3). Richards (2006:3) also states that communicative competence includes the following aspects of language knowledge as follows: (1) knowing how to use language for a range of different purposes and functions; (2) knowing how to vary our use of language according to the setting and participants; (3) knowing how to produce and understand different types of texts; and (4) knowing how to maintain communication despite having limitation in one's language knowledge. It means

that to reach communicative competence, students need to know how to use the language according to its purposes and functions in many different situations. They also need to consider whom they talk to and where the communication happens. It is also important to know how to keep the communication running well.

Harmer (2007:165) defined communicative competence as the ability to use the linguistic system to accomplish certain functions and to carry out these functions within the social contexts. He (2001:123) also states that when we communicate, we use language to accomplish some functions, such as arguing, persuading, and promising. Therefore, when a speaker wants to talk about something, he needs to consider not only based on his intention of his expressions but also on whom he talks so he can speak not only correctly but also appropriately.

Brown (2001:69) states that the communicative competence is the goal of a language classroom which can be achieved by giving attention to language use and not just usage, to fluency not just accuracy, to authentic language and context, and students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world. It implies that students need to acquire communicative competence so that they can use the language accurately, appropriately and effectively. Celce Murcia et.al. (1995:10) divides communicative competence into discourse competence, linguistic competence, sociocultural competence, actional competence and strategic competence which can be formulated into the following model.



Figure 2.1 Model of Communicative Language Teaching

by Celce Murcia et.al

The model of communicative competence proposed by Celce-Murcia et. al. (1995:10) provides interrelationship among all the components of communicative competence. Discourse competence concerns with the selection and sequencing of sentences to achieve a unified or written text. Linguistic competence entails the basic elements of communication, such as sentence patterns, morphological inflections, phonological and orthographic systems, as well as lexical resources. Sociocultural competence refers to the speaker's knowledge of how to express appropriate messages within the social and cultural context of communication in which they are produced. Actional competence involves the understanding of the speaker's communicative intent by performing and interpreting speech act sets. Strategic competence concerns with the knowledge of communication strategies and how to use them.

From the model above, it can be concluded that students need to acquire all the competence in the model. Therefore, the teacher should help students to get the main competence that is discourse competence. To gain this competence, the

teacher also needs to consider activities to promote strategic competence which influences the other four components of communicative competence.

2. Teaching Speaking Skills

a. The Nature of Speaking

Cameron (2001) mentions that speaking is the active use of language to express meaning so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that a listener will understand. Thornbury (2001) states that speaking is interactive and require the ability to cooperate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. Further, he adds the nature of speaking process means that the grammar of the spoken language differs in the member of significant ways from the grammar of the written language. Hence, the study of written grammar may not be the most efficient preparation for speaking.

In addition, Finnochiaro and Brumfit (1983: 400) propose that speaking means giving oral expression to thoughts, opinion and feeling in term of talk or conversation. To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws and tongue. Besides, the learners should be consciously aware of the

appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak and also the situation in which the conversation takes place. The last, the learners must have the abilities to change the direction of their thoughts on the basis of the person's responses.

Harmer (2001: 46) states that speaking happens when two people are communicating to each other; it is fairly clear that they are doing so for good reasons. Their reasons may be that they want to say something, they have some communication purposes, and they select from their language store.

It is a common layman's opinion that speaking a foreign language is the most difficult task of all. Experience shows there is much truth in that statement. For most people, the ability to speak a foreign language is, unfortunately, not acquired very easily. Therefore, one of the most important elements in the process of acquiring the speaking skill is constant motivation and an opportunity for the learner to develop a feeling of achievement. Graded and sequential practice is of great value in developing the speaking ability.

To enhance the English-speaking practice, some learners may formally initiate by imitating the ways that the English native speakers speak the language. However, the goal of sounding like a native speaker is unrealistic in any course of study. The crucial element is the degree of approximation which is aimed at in the course. Continually, the teacher must play the role of a realistic evaluator. If the learners have a great amount of difficulty producing an English sounding, it is not necessary to attract attention to the issue. Real communication can still take

place if the “r” sound is non-native. At every stage it is desirable for learners to use what they know and to have practice talking with native speakers, even if they do not sound like native speakers themselves.

b. Aspects of the Speaking Skill

According to Nunan (1999), there are two main aspects of speaking skill; accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important. Nunan (1999) states that pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes. In addition, Harmer (2001b) asserts that the ability to speak fluently is not only knowing knowledge of language features, but also the ability to process information and language ‘on the spot’.

In addition to the aspects of speaking skill, Harmer (2001b) proposes four special language features in speaking. The first feature is the use of connected speech. Effective speakers of English need to be able not only to produce the individual phoneme of English but also to use fluent connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking verb), or weakened (through contractions and stress patterning). Due to the complexity of the connected speech, therefore, English teachers should

involve the students in activities which are designed to improve their connected speech.

The second feature is the use of expressive devices. Some native speakers of English use expressive devices in speaking through some ways, such as changing the pitch and stress of particular parts of utterances, varying volume and speed, and using facial expressions. The use of these devices can contribute to the ability to convey meanings. Therefore, in order to be fully effective communicators, students should be able to employ those devices.

The third features are the use of lexis and grammar. The use of common lexical and grammatical features can be found in spontaneous speech when performing certain language functions.

The last feature is the use of negotiation. The negotiation is used to seek for clarification and to show the structure of the speakers is saying. The speakers need to ask for clarification when listening to someone else. Meanwhile, speakers use negotiated language to show the structure of their thoughts or to reformulate what they are saying in order to be clearer, especially when they know that their talks are not being understood.

On the other hand, most of the EFL (English as Foreign Language) students think that speaking in English is difficult because there are some factors in speaking that are regarded as being difficult as Brown (2001) has identified them.

The first factor that makes the speaking difficult is clustering, because a fluent speech is not word by word, but it is phrasal. The second factor is

redundancy which can provide the clearer meaning. The third factor is reduced forms, because some students who do not learn colloquial contractions sometimes make a poor quality of speaking. The fourth factor is performance variables, such as performance hesitations, pauses, backtracking, and correction. The fifth factor is the colloquial language which is often used in informal situation. The sixth factor is the rate of delivery. In speaking, the students are hoped to speak fluently, but most of them fail to do that. The seventh factors are stress, rhythm, and intonation. English has its own stress, rhythm, and intonation which belong to pronunciation aspects and differ from the other languages. The pronunciation is important in English because different stresses, rhythms, and intonations convey different meaning. The last factor is the interaction which needs the creativity of conversational negotiation. Those factors which are sometimes cannot be found in the first language can inhibit the learners to speak in English.

Furthermore, there are some characteristics of speech that differ it from writing. First, people speak in incomplete sentences, such as ‘Cup of coffee?’ instead of ‘Would you like a cup of coffee?’. Second, speakers usually repeat what other says. Besides, speakers also tend to use contractions such as *here’s* and *that’s*, whereas in writing, writer usually uses the full forms of the auxiliary verbs, like *here is* and *that is*. Finally, some words in writing are used differently in speaking. For example, the word ‘however’ is more common in writing than in speaking, and ‘started’ is much more common than ‘began’ in speaking (Harmer, 2001).

Based on the theories above, a teacher should pay attention on fluency and accuracy in teaching speaking. The teacher should also put into accounts tasks which are designed to improve students' ability on connected speech, expressive device, the use of common lexical and grammatical features, and the use of negotiation. There are also some factors which make speaking considered difficult by students. The factors are clustering, redundancy, reduced forms, performance variables, colloquial language, the rate of delivery, stress, rhythm, and intonation, and characteristics that differ speaking from writing such as incomplete sentences, repetitions, and contractions. These factors can be used to design tasks which allow students to exercise on those difficulties.

c. Microskills of Speaking

In teaching speaking, teachers need to not only guide the students to see the whole picture but also to help students to see the pieces of language right down to the small parts, called micro skills, that make up the whole (Brown, 2001:271). The micro skills of speaking proposed by Brown are as follows:

- 1) produce chunks of language
- 2) orally produce differences among English phonemes and allophonic variants,
- 3) produce English stress patterns, words in stressed and unstressed position, rhythmic structure, and intonational contours,
- 4) produce reduced form of words and phrases,
- 5) use an adequate number of lexical units (words) in order to accomplish pragmatic purposes,
- 6) produce fluent speech at different rates of delivery,
- 7) monitor your own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message,
- 8) use grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms,
- 9) produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences,

- 10) express a particular meaning in different grammatical forms,
- 11) use cohesive devices in spoken discourse,
- 12) appropriately accomplish communicative functions according to situations, participants, and goals,
- 13) use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversation,
- 14) convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification,
- 15) use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings, and
- 16) develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understand you.

Students are said to be successful speakers if they master all the skills above. Thus the teacher needs to reinforce the students to comprehend the language features through practicing and drilling some words and pronouncing them with appropriate manner. It is also necessary for the teacher to consider the situations where the communication happens and the participants involved in the communication so that she/he can conduct appropriate activities for the students. Therefore, besides reinforcing students to learn language aspects, the teacher needs to teach them to consider the other appropriate things such as participants and the situations when they want to speak.

d. Criteria of Good Speaking Skills

Speaking is not simply expressing something orally. There are some aspects that need to be acquired by students to have good speaking skills. Those are pronunciation, fluency, accuracy and vocabulary (Brown, 2001:268). The explanations of each are as follows:

1) Pronunciation

Pronunciation is the way a certain sound or sounds are produced (Longman Dictionary, 2002:429). It covers the way for speakers to produce clear language when they speak. To be able to have a successful communication, the speaker of a language needs to be able to understand each other with relative ease (Nunan, 2003:112). It means that the speaker has to be able to give clear message to the listeners. Teaching pronunciation including stress, rhythm, and intonations is very important in speaking.

2) Fluency

Fluency is also an important aspect in speaking. Fluency is the ability to speak quickly and automatically (Harris and Hodges, 1995:14). It implies that a fluent speaker is a person who can use the language quickly and automatically in a conversation. It can be said that the ability to keep going the conversation naturally when speaking spontaneously. Thus, the activities focused on fluency are needed to be conducted by the teacher.

3) Accuracy

Accuracy is the ability to produce grammatically correct sentences or utterances (Longman Dictionary, 2002:204). Brown (2001:268) also adds that a speaker is said to be accurate if he/she produces clear, articulate, grammatically and phonologically correct language. It means that to speak accurately the speaker needs to follow the rules of the language such as grammar and structure. In this case, the teacher can give grammar, structure and many other exercises to improve accuracy of the students.

4) Vocabulary

Vocabulary is a set of lexemes, including single words, compound words, and idioms (Longman Dictionary, 2002:580) that are typically used when talking about something. Burton (1982:98) stated that without a large vocabulary, it is impossible to use English precisely and vividly. It means that vocabulary is one of the aspects which have to be learnt if someone wants to speak in English. A speaker of a foreign language will speak fluently and accurately if he or she masters enough vocabulary and has capability to use it accurately. Therefore, the teacher should conduct activities to improve students' vocabulary mastery for example through drilling.

e. Difficulties in Speaking

Some students tend to be silent when joining the class because they are afraid of making mistakes when they speak in English. Some students are not confident enough when speaking in the target language. Brown (2001:269) states that one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid or incomprehensible. Therefore, teachers need to create a kind of warm and comfortable situation to encourage students to speak.

Brown (2001:269) also states that the greatest difficulties that learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication. Conversations are activities in which collaborative participants engaged in a process of negotiation of meaning. Therefore, in saying

something it is important to consider how to say, when to speak, and other discourse constraints.

f. Types of Classroom Speaking Performance

Gower, Phillips, and Walters (1995) divide types of classroom speaking performance into three activities, namely controlled, guided, and creative or free activities. In controlled activity, the students can be given repetition practices or set of sentences prompted by pictures or word cues in which the aim is to improve the accurate uses of words, structures, and pronunciations and to foster confidence. In guided activity, the teachers can give model dialogs which the students can talk about themselves and to communicate their own needs and ideas. In this activity, the students can carry out the tasks using language which has been taught. In creative activity, on the other hand, the aim is to give either creative practices opportunity for predicted language items or general fluency practices where the specific language focus is less relevant. Moreover, the activity can increase the students' motivation since the students talk about themselves and help bridge the gap between the artificial worlds made in the classroom with its controlled language practice and the real world outside.

In addition, Brown (2001) divides types of classroom speaking performance into six, which are imitative, intensive, and responsive speaking performances, transactional and interpersonal dialogs, as well as extensive monologs. In the imitative speaking performance, the purpose of the speaking activity is to focus on some particular elements in language forms, not for a meaningful interaction. One kind of imitative activities is drilling. By drilling, the

students can get an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulties. Besides, it offers limited practices through repetition and allows students to focus on one element of language in a controlled activity. Also, it can help students to build certain psychomotor patterns and to associate selected grammatical forms with their appropriate context.

In an intensive speaking performance, the activity is designed to practice some phonological or grammatical aspects of language. Meanwhile, in a responsive speaking, the common activity is a kind of short replies from the teacher's questions or students' questions and these replies are not extended into dialogs. On the other hand, a transactional dialog which is the extended form of responsive speaking is carried out for the purpose of conveying or exchanging specific information. The next speaking performance, the interpersonal dialog has the purpose for maintaining social relationships. In doing interpersonal dialogs, the students need to learn some features that may be involved in the dialogs such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert 'agenda'. Finally, extensive monolog is given to intermediate to advanced students in the forms of oral reports, summaries, or short speeches.

In addition, Riddell (2003) divides speaking activity into six. The first activity is ranking, such as putting items in a particular order, for instance, if the topic is travel, students can rank it from the most to the least comfortable. The point of ranking is that there is no correct answer since it is designed to promote

discussion. The second activity is debate in which it requires the students' ability to give opinions and justify them. However, debate can be organized only for high-level classes. The third activity is a survey or a questionnaire which requires the students to find out information and report it. The fourth activity is describing a picture that can be a good way to allow the students with imagination and sufficient language to extend their normal classroom speaking. The fifth activity is a role play. A role play can work at any levels of students. The sixth activity is a students' talk that is good for more advanced level of students. Meanwhile, the last activity is discussion. In the discussion activity, the teacher can give the topics based on the students' interest in a relaxed way to promote students' fluency, but she/he has to make sure that the students have something specific to talk about and that she/he does not dominate the speaking more than the students.

Harmer (2007: 348-353) also categorizes speaking activity into six: acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play.

The first activity is acting from a script which includes play script and acting out dialog. In these activities, the teacher can ask the students to act out scenes from plays and or their course books. However, the teacher should notice that before the students reach the final performances, she/he should give feedback on appropriate stress, intonation, and speed so that this acting out activity is both learning and language producing activities.

The second activity is communication games which are divided into information gap games, and television and radio games. Information gap games

can be done by giving each student different information so that they have to communicate with the other students, either the games are set in pairs or in groups, in order to find the complete information. Meanwhile, the television and radio games, which are adopted from television and radio, such as 'Twenty questions', 'Just a minute', and 'Fishbowl', often provide the students with good fluency activities.

The third activity is discussion. The discussion activity ranged from highly formal, i.e. the whole-group staged events, to informal, for example the small-group interactions which include a buzz group, an instant comment, a formal debate, an unplanned discussion, and a consensus building. In the buzz group, the teacher can ask the students to predict the content of a text. On the other hand, in the instant comment the teacher can train the students to respond to a given topic fluently and immediately. In the formal debate, the teacher should give the students time to prepare their arguments so that the debate can run successfully. In addition, the teacher can also give an unprepared discussion for the students which sometimes provide the most enjoyable and productive speaking but the success of the activity depends on the way the teacher asks the students to do the task.

The fourth activity is called prepared talks in which the students are asked to make a presentation on a topic of their own choices. Such talks are not designed for informal spontaneous conversation, but it is more writing-like activity. Therefore, the teacher should give time for the students to prepare the talks and to rehearse their presentations.

The fifth activity is questionnaires. Here, the questionnaires are the same as surveys. This activity is useful because it is pre-planned so that both questioner and respondent have something to say to each other.

The last activities are simulation and role-play. When the students are doing simulations and role-plays, they need to know the situations and they need to be given sufficient information about the activities. These activities can be used to encourage general oral fluency and to train students for specific situations.

According to experts, there are some kinds of classroom speaking activities as mentioned above. The activities can be applied in the classroom and adjusted according to the levels of the students. They can be used and or manipulated by teachers in order to create a more challenging and enjoyable speaking class. For examples, the controlled, guided, and free activities can be manipulated with activities such as dialogs or prepared talks.

g. Principles for Designing Speaking Technique

Brown (2001) notes seven principles for designing speaking techniques. The first principle is that the teacher should use techniques that cover the spectrum of learner needs from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. The second principle is that the teacher should provide motivating techniques which can encourage the students' motivation to learn English intrinsically. Third, the teacher should encourage the students to use the authentic language during the speaking activities so that the activities will be meaningful for them. Fourth, when the students make some mistakes during the activities the teacher should give appropriate feedback and

correction so that they will not make the same mistakes in the following activities. Fifth, the teacher should integrate listening activities during the speaking activities because speaking and listening are assimilated. Sixth, the teacher should also give the students some opportunities to initiate oral communication by asking questions or engaging them in a conversation. The last, the teacher should encourage the students' speaking strategy development of speaking strategies because usually the students are not aware of developing their own personal strategies for accomplishing oral communicative purposes. The strategies include asking for clarification, asking someone to repeat something, using fillers in order to gain time to process, using conversation maintenance cues, getting someone's attention, using paraphrases for structures that someone cannot produce, using formulaic expressions, such as 'How much does it cost?', and using mime and nonverbal expressions to convey meaning.

In designing speaking activities, teacher should use techniques that cover the learners' needs from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. Also, teacher should integrate listening because it is assimilated with speaking. In implementing teaching speaking in the classroom, teacher should give motivation to students and encourage them to use authentic language. At the same time, teacher should give appropriate feedback and correction for their mistakes. Giving students opportunities to engage in a conversation and helping develop their personal strategies for accomplishing oral communicative purposes should be done by teacher as well.

h. Teacher's Roles during the Speaking Lesson

There are three teacher's roles during the speaking lesson as Harmer (2007: 347-348) states. The first role is a prompter. The teacher helps the students when they lose their fluency by offering discrete suggestions. If this can be done supportively, without disrupting the discussion or forcing the students out of role, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas. Although prompting is necessary, the teacher should give it sensitively and sympathetically like when she/he gives a correction (Harmer, 2001a). The second role is as a participant. The teacher acts as a participant when she/he participates in discussions or role-plays and also when she/he is in dialog with the class. However, the teacher's participation should not be dominating. It is better for the teacher to stand up in the back to watch and listen when the students are practicing the tasks so that the students will appreciate the teacher's participation more in the appropriate level (Harmer, 2001a). The last role is as a feedback provider. The teacher's feedback on the students' speaking depends on the teacher's tact and situation. The teacher can give feedback on the content of the activity and the language used directly after the students complete an activity or later at the end of a meeting.

On the other hand, Riddell (2003) proposes teacher's roles in a speaking lesson based on the learning cycles—before, during, and after the lesson. Before the speaking lesson, the teacher should know the aims of the activity. Besides, the teacher should choose activities that are suitable for the students' levels and interests, and that are appropriate in terms of the lesson aims. Moreover, the

teacher should plan the instructions and class management and anticipate any possible problems the teacher and students might have. Meanwhile, before the lesson, the teacher should give very clear instructions with an example of the activity if possible. The task should be clear and the students need to know exactly what the teacher wants them to talk about. Then, the next role is as the monitor of the activity which is done during the speaking lesson. The teacher should monitor the activity to ensure that every student has understood and does not have any problems. Also, it is to ensure that one or two students in a group do not dominate the activity and that a group does not finish the work far too quickly. However, the teacher is not monitoring in order to join in, and she/he is not monitoring to interrupt with error correction. Then, after the speaking lesson, the teacher should give feedback. She/he can select certain students to give some feedback to share some of what she/he has talked about.

It is clear that teacher's role in a speaking class is mainly to facilitate the activities, to participate in the activity without dominating it as well as to monitor in the classroom, and to give feedback or correction for mistakes in the end of the activity.

i. Teaching Adults

A teacher needs to vary the techniques in teaching across age levels though some techniques sometimes can be applied in teaching in every level of age in some ways. However, teaching adults is different from teaching children. Related to this, Brown (2000) lists five considerations in teaching adults so that teachers can handle them and create a lively class for them. The first of those

considerations is that adults are more able to handle abstract rules and concepts. Teachers, however, must beware that too much abstract consideration about usage can also be fatal for adults. The second is that, adults have longer attention spans for materials that might be not interesting for them. The teachers however should make sure that the activities conducted are short and applied pleasantly to adult-age teaching. The third is that adults do not need too much sensory input so that teachers should be able to use their appeal to multiple senses to build a lively adult class. The fourth is that adults often bring small amount of general self-confidence (general self-esteem) into a classroom so that the teachers should never underestimate the emotional factors of the adult language learners. The last consideration is that adults are able to understand better a context-reduced segment. Teachers however should bring the language learning to the context considering that authenticity and meaningfulness are highly important in language teaching.

In addition, teaching adults is not totally free from problems. The five considerations above should be taken into account and the teacher should beware of a number of adult language learners' characteristics that sometimes make learning and teaching process problematic. Related to this, Harmer (2001) lists some adult language characteristics that can be problematic for the activities in the classroom. The first is that adults can be critical of teaching methods. their previous learning experiences influence their perception of teaching and learning. The second is that adults might experience failure of criticisms so that they become anxious and under-confident in learning a language. The last is that

many older adults worry that their intellectual powers may be diminishing with age. Therefore, the teachers should use different techniques to make them comfortable and the lesson can flow lively.

Related to this, the university students/ the graduates of university are classified as adult language learners. They are generally eager to seriously study, but they can be bores if they do not find something fresh in the class. Therefore, a good teacher of adults class is able to balance the serious study of English with the enjoyable activities (Harmer:1998). He/she will treat them with the entire competences they have and will vary the techniques delivered so that the class will be enjoyable for them. Whyne (2012) mentions some characteristics of adult learners.

Characteristics of adult learners:

- 1) Adults have accumulated life experiences. Adults come to the courses with experiences and knowledge in diverse areas. They tend to favor practical learning activities that enable them to draw on their prior skills and knowledge. Adults are realistic and have insights about what is likely to work and what is not. They are readily able to relate new facts to past experiences and enjoy having their talents and knowledge explored in a teaching situation.
- 2) Adults have established opinions, values and beliefs which have been built up over time and arrived at following experience of families, relationship, work, community, politics, etc. These values cannot be dismissed and must be respected.

- 3) Adults are intrinsically motivated. Learners increase their efforts when motivated by needs, interest, or desire to learn. They are also interested by the relevance of the materials to be addressed and learn better when the material is related to their own needs and interests. For learners to be fully engaged in learning, their attention must be fully focused on the material presented.
- 4) Adults learn at various rates and in different ways according to their intellectual ability. Educational level, personality and cognitive learning styles. Teaching strategies must anticipate and accommodate differing comprehension rates of learners.
- 5) Adults learn best in a democratic participatory and collaborative environment. Adults need to be actively involved in determining how and what they will learn and they need active, not passive learning experiences.
- 6) Adult learners are mature people and prefer to be treated as such. Being “lectured at” causes resentment and frustration.
- 7) Adults are goal-oriented/ relevancy-oriented. Adults need to know why they are learning something. Adults have needs that are concrete and immediate. They can be impatient with long discussions on theory and like to see theory applied to practical problems. They are task or problem-centered rather than subject-centered. Adults tend to be more interested in theory when it is linked to practical applications.
- 8) Adults are autonomous and self-directed. They are self-reliant learners and prefer to work at their own pace. Individuals learn best when they are ready to learn and when they have identified their own learning needs. When a

student is directed by someone else to attend a course, e.g. by an employer, then that individual may not be ready to learn or may see the value in participating on that course. This can lead to a mismatch of goal between all parties, student, employer, and trainer.

- 9) Adults are practical and problem solvers. Adults are more impatient in the pursuit of learning objectives. They are less tolerant of work that does not have immediate and direct application to their objectives. Problem based learning exercises are welcomed as they build on prior experience and provide opportunity for practical application of materials/ theories covered.
- 10) Adults are sometimes tired when they attend the class. Many students are juggling classes with work, study, family, etc. They, therefore anticipate varied teaching methods that add interest and a sense of liveliness to the class.
- 11) Adults may have insufficient confidence. Students come to class with varying levels of confidence. Some may have had poor prior experiences of education leading to feelings of inadequacy and fear of study and failure. This can manifest itself in many ways, as indicated in the next section.

3. Communicative Activities

a. Definition of Communicative Activities

Communicative activities include any activities that engage the learners where their main purpose of the activities is to communicate meanings effectively (Littlewood, 2002:16). Harmer (2001:85) also states that communicative activities are typically involving students in real or realistic communication. Below are the characteristics of communicative activities proposed by Harmer (2001:85):

- a) desire to communicate, means that the students should have a desire to communicate something.
- b) a communicative purpose, means that the students should have a purpose for communicating (e.g. to make a point, to buy an airlines ticket, to write a letter to a newspaper).
- c) content not form, means that students should be focused on the content of what they are saying or writing rather than on a particular language form.
- d) variety of language, means that students should use a variety of language rather than just one language structure,
- e) no teacher intervention, means that the teacher will not intervene to stop the activity, and
- f) no materials control, means that the materials the teacher relies on will not dictate what specific language forms the student use either.

Harmer, then, defines that communicative activities are those which exhibit the characteristics at the communicative end. Students are somehow involved in activities that give them both desire to communicate which involves them in varied use of language (2001:51). It means that such activities are important to stimulate the students to communicate.

In line with this, Harmer (2001:85) also states that a key to the enhancement of communicative purpose and the desire to communicate is the information gap. A communication happens to close that gap so that speakers involved in the communication have the same information at the end. Therefore, a teacher needs to create information gap in the classroom activities if he wants to provide a real situation in communication among students.

Based on the explanations above, it can be concluded that communicative activities are classroom activities that involve students in producing, comprehending, or interacting in varied use of the target language to communicate with many purposes. Communicative activities can be conducted in the classroom by placing the students in a situation where they have to perform a task by

communicating optimally. The activities can encourage the students to speak in the target language so that they can give positive contributions toward speaking learning process.

b. Purposes of Communicative Activities

Communicative activities are activities that can involve students in learning to use the target language. Communicative activities can give contributions toward the learning of the language. Littlewood (1981:17-18) suggests 4 purposes of communicative activities as follows:

1) They provide whole task practice

Learning a language does not only involve practice in the part skill but also involves practice in the total skill called whole task practice. It means that in foreign language learning, teachers need to provide students with various kinds of communicative activities, structured in order to suit the ability level of learners.

2) They improve motivation

The learners' ultimate objective in learning a language is to participate in communication with others. Their motivation to learn is more likely to be maintained if their classroom learning can help them to accomplish this objective with increasing success.

3) They allow natural learning

Communicative activities provide opportunities for positive personal relationship to develop among and between learners and teacher. These relationships can create an environment that supports an individual in his efforts to learn.

c. Types of Communicative Activities

Littlewood (2002:20) offers two main categories of communicative activities. They are described as follows:

1) Functional Communication Activities

These activities emphasize on functional aspect of communication, for example, the learners have a problem to be solved or they have information to be exchanged. They are not required to choose a specific language form which is appropriate or grammatically correct because the main purpose of the activity is that learners should use the language they know in order to get meanings across as effectively as possible. For example, a student is asked to respond to suggestions in the line with his own likes and dislikes (Littlewood, 2002:11)

The principle underlying functional communication activity is that students have to overcome an information gap or solve a problem according to the situation structured by the teacher. The nature of the classroom situations limit the range of functional communication needs that can be created for students. It includes sharing and processing information. There are many examples that can be categorized as functional communication activities such as identifying pictures, discovering identical pairs, discovering missing information and communicating based on pictures.

2) Social Interaction Activities

These activities focus on the ability to take account of the social meaning as well as the functional meaning of different language forms. Thus, it is important for the learners to choose the language which is not only functionally

effective, but it is also appropriate to the social situation they are in. For example, the learners need to pay attention on to the social context in which the interaction takes place when they want to use the language. Here, language is not only instrument but also a form of behavior.

Teachers need to help learners in performing language in meaningful social context of interaction rather than simply responding to prompts. Because of the limitation of the teaching and learning processes, stimulation and role-playing are proper to be conducted in the classroom which can create social situations. Here is the example of role-playing controlled through cued dialogues given by Littlewood (2002:14)

Partner A	Partner B
<p>You meet B in the street</p> <p>A : Greet B.</p> <p>B :</p> <p>A: Ask B where he is going</p> <p>B :</p> <p>A: Suggest somewhere to go together</p> <p>B :</p> <p>A : Accept B;s suggestion</p> <p>B :</p>	<p>You meet A in the street</p> <p>A :</p> <p>B : Greet A</p> <p>A :</p> <p>B : say you are going for a walk</p> <p>A :</p> <p>B : Reject A's suggestion.</p> <p>Make a different suggestion</p> <p>A :</p> <p>B : Express pleasure</p>

Based on communicative approach, Littlewood (2002:85) also distinguishes two kinds of activities in the classroom, i.e. pre-communicative activities and communicative activities. In pre-communicative activities, learners are taught about the part skills of communication rather than the total skill to be acquired. Learners only require producing certain language forms in an acceptable way such as learning about grammar and vocabularies and also practicing pronunciation. The purpose of giving pre-communicative activities is to prepare the learners for later communicative activity by providing them with necessary linguistics forms and the necessary links between forms and meaning (Littlewood, 2002:16). In the other hand, communicative activities demand the learners activate and integrate their pre-communicative knowledge and skills in order to use them for the communicative of meanings which can be applied in the form of functional communicative activities and social interaction activities (Littlewood, 2002:86).

Klippel (1991:3) also suggests some communicative activities for language teaching. In selecting and developing the activities, he has been guided by several principle i.e. message oriented communication, learner-centered activities, active learning, cooperative and empathy.

The term message-oriented is used in the moments in the classroom when the target language serves as a tool for communication, e.g. such real communicative situations as exchanging comments about TV program. A prime instance of this use is classroom discourse, i.e. getting things done in the lesson (Klippel, 1991:3).

Learner-centered activities are concerned with the learners themselves and their feelings and ideas. They necessarily need to be involved in real communicative situations to be able to express their own opinions and attitudes, especially if they are studying English in a non-speaking English country, learners' feelings and ideas are the focal point of the exercises. For learners who are studying English in a non-speaking English country it is very important to experience real communicative situations in which they learn to express their own views and attitudes, and in which, above all, they are taken seriously as people. Meaningful activities on a personal level can be a step towards this identification which improves performance and generates interest. And, of course, talking about something which affects them personally is eminently motivating for students (Klippel, 1991:5).

Klippel (1991:6) also emphasizes learners' active participation in the teaching process – the degree of learner activity – by doing and making in the classroom when students are made to get out of their seats while interviewing each other. Learning is more effective if students are actively involved in the teaching and learning process. The use of picture in the class, for example, can arouse the curiosity and interest of students. Games can also make students active in the class.

It is generally known that a lot of teaching situations are based on fact-oriented stage mostly while foreign language teaching is supposed to lead up to cooperation and empathy, i.e. learners should be urged to be sensitive towards the

feelings of others and sharing them. Activities such as jigsaw tasks, for instance, show the learner how necessary the cooperation is (Klippel, 1991:6).

Klippel proposes 123 activities in total which has been grouped under three headings. They are question and answer, discussion and decision, and stories and scenes. The activities are structured in a similar way. They are interesting and easy to be applied in the classroom. The activities do not constitute a graded program which should be taught step by step. Therefore, teachers can freely choose the suitable exercises for students.

From the explanation above, it seems that communicative activities proposed by Klippel are the most appropriate to be applied in the classroom because the activities are interesting and easy to be applied in the classroom. Besides, the procedures of the activities are not strict so that teachers can modify them based on educational aims and learners' needs. However, it is also important to give pre-communicative activities for students to prepare them in having communicative activities.

d. Possible Activities to Teach Speaking

Teachers need to conduct various activities in teaching speaking since speaking skills have often been viewed as the most demanding skills in a second or foreign language learning (Bailey and Savage in Celce-Murcia et. Al., 1995:103). The activities should be communicative so that students can practice to use the target language as if they are in real communication. In accordance to this, Harmer (2007:75) points out that since foreign language teaching should help students achieve some kind of communicative skills in a foreign language, all

situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created.

1) Pre-Communicative Activities

Pre-communicative activities need to be given before entering the communicative activities. Through pre-communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides learners with opportunities to practice them separately or called learning the part-skills of communication (Littlewood, 2002:85). The examples of pre-communicative activities are matching, drilling, question and answer practice, pronunciation practice, mentioning words related to a topic, completing a crossword puzzle, completing sentences, grammar exercises, and many others.

2) Communicative Activities

There are many communicative activities that can be used in the classroom which encourage the students to be involved in the activities and able to use the language to communicate. They are, for examples, as follows.

a. Questions and Answers

Questions and answers are simply just questioning and answering activities. Klippel (1991:12) divides these activities into several parts such as warming up activities, interviews, guessing games, jigsaw tasks, and questioning activities. Simple questions and answers activities are often used as warming-up activities. Klippel (1991:12) adds that the purposes of conducting warming-up

activities are to get to know each other a little at the beginning and to get students into the right mood before starting on some new project or task.

b. Information Gap Activities

Richards (2006:18) states that an important aspect of communication in CLT is information gap that refers to a real communicative in which people normally communicate in order to get information they do not possess. Thronbury (2005, 80-84) also says that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. So, in order to get the information, the communicators have to communicate. Littlewood (2002:22) labels these activities as functional communication activities that emphasize sharing the information among learners and its processing. The example of information gap activities are exchanging personal information, discovering missing information, identifying differences on pictures, role-plays, and so on.

c. Games

A game is an enjoyable activity with a set of rules or terms against each other (Hadfield, 2005:20). Games can be suitable to help students in mastering the language as well as relaxed in learning the language. There are many games that can be used in speaking class such as spelling games, search games, matching games, etc.

d. Conversation

Dornyei and Thurrell (1992:22) explain that conversation is an activity which provides content for a wide range of communication functions and domains of meaning in which learners practice managing longer sessions of social

interaction such as introducing new topics and taking turns. This activity can give more chances for students to express their own personality and experiences in the target language.

e. Telling Stories

The aim of these activities to get students to produce longer connected text so students can develop imagination and some skill in the foreign language (Klippel, 1991:130). The activities can be in the forms of chain stories, picture stories, keep talking about a topic, and others.

4. Assessing Speaking

Assessment is an important aspect in language teaching. Assessment is an ongoing process that encompasses a much wider domain, in which whenever a student responds to a question or offer a comment, the teacher can make an assessment of student performance (Brown, 2004:4), for example by giving feedback. Teachers can know the improvements of their students through assessment. Assessment can be used to see whether students have achieved the goals of learning. Brown (2001:141) proposed the assessment of speaking based on its type of speaking classroom performances as follows.

a. Imitative

This type of speaking performance demands learners simply imitate words, phrases, or even sentences. Commonly, it is called pronunciation. The assessment can be in the form of a repetition task. Test takers repeat the stimulus, whether it is a pair of words, a sentence or perhaps a question to test for intonation prediction.

b. Intensive

The assessment of intensive speaking performance includes the prediction of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical phrasal, lexical or grammatical relationship (such as intonation, stress, rhythm, juncture). Examples of intensive assessment tasks are directed response tasks (test administrator elicits a particular grammatical form and test takers are expected to produce the correct grammatical output), reading aloud such as reading a dialogue with partner in turn, sentence and dialogue completion (test takers are first given an omitted dialogue and give hem time to think about appropriate lines to fill in), limited picture-cued tasks including simple sequences (teat takers are given a picture stimulus that require a description), and translation up to the simple sentence level.

c. Responsive

Responsive assessment tasks include interaction test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple requests and comments and the like. It usually uses a spoken prompt as the stimulus. The assessment can be in the forms of questions and answers, giving instructions and directions and paraphrasing.

d. Interactive

The difference between interactive and responsive speaking performance is the length and complexity of the interaction, which sometimes includes multiple exchanges or participants. Interactive speaking is divided into transactional dialogue which aims at exchanging information and interpersonal dialogue which

aimed at maintaining social relationships. The assessment can be done through interviews, role plays, discussions, conversation, and games.

e. Extensive (Monologue)

Extensive speaking task involve complex, relatively lengthy stretches of discourse usually in the form of various monologues with minimal verbal interaction. The assessment can be done through speeches, oral presentation, and story-telling.

Based on the explanation above, before assessing speaking, the teacher needs to prepare students with sufficient pronunciation, vocabulary, and language functions to be used in communication. Furthermore, the assessment used is based on its type of speaking performance itself as mentioned above. Through those conditions, it is expected that students can speak fluently and accurately and students' achievements in speaking can be assessed optimally as well.

B. Related Studies

There are some previous research studies which show that various communicative activities in teaching speaking can improve students' speaking skills. First, a study done by Huff, C. (2012) in which the researcher used role play activity in an adult ESL level one class successfully improved students speaking skills. The researcher showed that progression from simple, more guided activities to more advanced; less supported, can be an effective approach to teaching a communicative task in the low-level classroom. Second, Oradee (2012) conducted a study using three communicative activities (discussion, problem-solving and role-playing) to improve the students' speaking skills. In the study

that the researcher conducted, two findings were found. It was proven that the students' speaking abilities after using the three communicative activities were significantly higher than before and that the students' attitude towards teaching English speaking skills using the three communicative activities were rated as good. Abdulla (2006) conducted similar research of enhancing oral communicative skills though pair work strategy also suggests that effective language learning takes place through interacting with peers communicative contexts. This situation allows the students to use the target language in a natural context and it gradually helps them to become better target language users.

Those research studies show that communicative activities could be effective activities which provide students with a lot of opportunities to practice their English in certain contexts of real life. These activities are suitable for English learners in all level and age. Thus, the researcher of the study believes that by conducting communicative activities, the speaking skills of Abe's class of English Made Easy can be improved.

C. Conceptual Framework

English is very important because it is considered the international language which people from all over the world use in order to communicate with one and another. People are required to master English both in written form as well as the oral form. Many people study English for getting a better opportunity in their future career. English Made Easy is one of the English course whose most of its students take the English course in order to be able to perform good English proficiency for the purpose of their future career. Most of the students are

university students having prior knowledge of English from their Junior and Senior High School since English is a compulsory subject for Junior and Senior High School students. However, based on the background of the study and the identification of the problems, the students still found some problems in learning English. One of the problems is the low mastery of speaking skills, whereas speaking is one of the skills that the students need to master. To develop speaking skills, English teachers need to enhance communicative competence of their students. The communicative competence consists of discourse competence, linguistic competence, sociocultural competence, actional competence, and strategic competence (Celce-Muria et.al., 1995:10). They need to provide students with a lot of opportunities for students to learn to use the target language for example by conducting various activities such as games, role plays, conversations, discussions, and many others. Therefore, later students are able to speak English fluently and accurately.

Communicative activities are suitable to be conducted in speaking class to improve students' speaking skills. First, we need to notice the definition of speaking skills which are skills in expressing oneself about what is in the mind and in the heart in a communicative situation. The situation can be said to be communicative if there is a gap between the speaker and the listener. Thus, communicative activities will be suitable to improve students' speaking skills because those activities provide gaps between the speaker and the listener. Besides, the activities encourage students in producing, comprehending, or interacting in various use of target language to communicate with many purposes.

It means that students can practice to use English to communicate during speaking class through these activities. Communicative activities can be in the forms of information gap activities, games, role plays, conversation, discussion, debate, and so on. These kinds of activities are believed to be alternative ways to develop students' speaking skills.

Efforts to improve students' speaking skills can be made through action research. The research participants including the manager, the English teachers, and the researcher need to work collaboratively in order to reach the success of the research. There are four steps in conducting the action research. The first step is identifying the problems in the English teaching and learning process in Abe's class, a pre-intermediate class of English Made Easy. The second step is planning the feasible actions to be carried out. The third step is implementing the planned action. The last step is evaluating the result of the implemented actions. The research will be stopped when students' speaking skills at Abe's class can be improved through communicative activities.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method employed in the study. This is presented in six headings that are type of research design, the research setting, the subjects of the research, research data collection, the validity and reliability of the data, and the research procedures. The description of each heading is presented as follows.

A. Type of Research Design

This action research study was aimed at improving students' speaking skills through communicative activities at Abe's class, a pre-intermediate level class. It attempted to find the solution of the problems. It attempted to find and implement actual actions in improving a condition by showing the cause-effect relationship between the actions and the results.

Action research is a specific type of applied research. Burns (1999: 30) states that action research is the view to improve the quality of action within social situation, involving collaboration and co-operation of researchers, practitioners and laymen. Its purpose is to solve a specific classroom problem or make a decision at a single local site. In addition, Burns (1999:30) also proposes the characteristics of action research as follows.

- 1) Action research is contextual, small-scale and localized as it identifies and investigates problems within a specific situation.
- 2) It is aimed to bring about change and improvement in practice.
- 3) It is participatory as it provides collaborative investigations by teams of colleagues, practitioners, and researchers.

- 4) Changes in practice are based on the collection of information or data which provides the impetus for change.

The explanations above assume that action research is a type of research that aims at improving unsatisfying condition of the teaching and learning process. It can be done by finding problems in the field and then trying to find solutions to solve the problems. It also emphasizes on the participatory and collaborative nature to empower the process in conducting action research.

In this research, collaborative actions were implemented. The researcher conducted this research collaboratively with the English course; the General Manager, the teachers, the observer and the students of Abe's class of Pre-intermediate level at EME. This action research study was conducted through some processes: finding a problem, formulating a possible solution, implementing the action, and reflecting on the outcome of the action. These action research cycles could be seen in the illustration below.

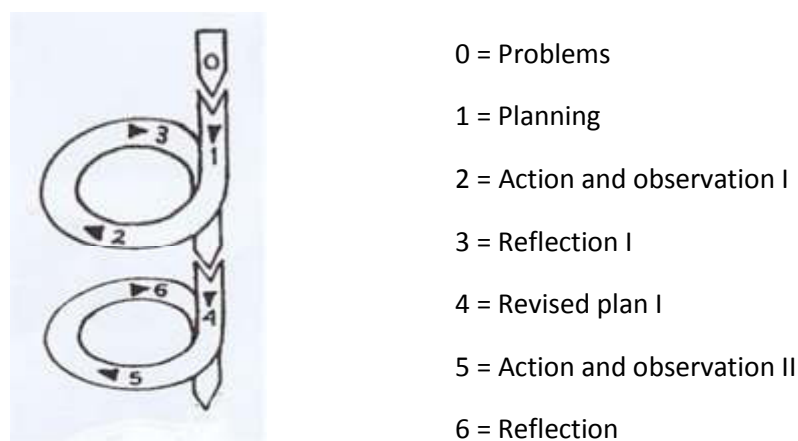


Figure 3.2 Cyclical Action Research Model by Kemmis and Mc.

Tagart (1998)

B. Research Setting

English Made Easy is not a formal education institution. The research was conducted there based on the consideration of developing and improving the English speaking learning for adults more freely which was different from formal institutions. As an English course, English Made Easy becomes one of the alternative choices to improve students' English Proficiency. The research was done in the research setting to ensure that the needs of the students became the main consideration and that the students could get attention so that the learning could be student-centered.

English Made Easy is located at Perumnas Street E19, Seturan, Condong Catur, Sleman, Yogyakarta. There are 167 students consisting of 98 male students and 69 female students. Most of the students are university students majoring various majors of engineering majors. However, there are also students majoring in other studies, such as law, economics, medical, accounting, etc. Some students are university graduates or post-graduate students. The English course is supported by the teachers who are competent. There are 6 teachers, consisting of 5 female teachers and 1 male teacher. Each regular class consists of eight to fourteen students. Each class is taught by the 6 teachers in turn, except the advanced 2 class which is only taught by 3 teachers. However, during the research, the researcher worked collaboratively with 2 English teacher at English Made Easy. The teacher whom the researcher worked collaboratively with were the teachers handling the class where the research was conducted.

English Made Easy – often called EME is small in size consisting of 6 classrooms 4 classrooms with chairs and 2 classrooms without chairs called

‘lesehan’ rooms. It has a teacher’s office, a living room, a mushola, a storehouse, 3 toilets, and a parking area. EME has some collections of books and DVD which students can borrow for their material enrichment. Although it does not have a library, the books are displayed in the book shelf in the living room. However, EME does not have LCD, therefore, teachers cannot present the visual presentation. There is only a TV set in one room and a DVD player, if teachers want to present visual presentation, they can employ the TV set and the DVD player. However, these media are only sometimes used.

C. Subjects of the Research

This research was carried out in Abe’s class of a pre-intermediate level class, which consists of 10 students. The name of the class, Abe, was taken from one of the students in the class. The students were university students and university graduates. There were 4 male students and 6 female students in the class. Pre-intermediate level is the level in which students are mostly required to be able to perform language functions in certain contexts as the goals of the learning. The English teaching and learning processes in this class were held three times a week with 80 minute class for each meeting.

D. Research Data Collection

The data collected were qualitative in nature. The data required in this research were about feelings, opinions, expectations, and suggestions of the research participants as well as the students related to speaking skills. The instruments of the research study were observation sheets, interview guides, and a camera. The sources of the data were taken from the research participants and the

students in the form of field notes, vignettes, interview transcripts, and also photographs.

The data related to students' speaking skills were obtained by conducting classroom observations, interviews and also taking photographs. The data were gathered at Abe's class of EME. The data collections were described as follows.

1. Observations

The observations were conducted by the collaborators in every meeting in cycle I and cycle II. It was done to observe the teaching and learning process in Abe's class. The observations were done using the observation checklist/guide. The collaborators observed and then recorded the observations in the form of field notes during the implementation of the actions.

2. Interviews

Interviews were conducted during the implementation of the actions. The collaborators and the students of Abe's class were interviewed related to the effectiveness of communicative activities applied in speaking class after every meeting of cycle I and cycle II. The interviews were done with the interview guide as the instrument. The interviews were recorded in the form of interview transcripts.

3. Taking Photographs

Photographs related to the teaching and learning process were also taken during the implementation of the actions by the collaborators. The collaborators took many photographs during the actions. However, the collaborators and the

researcher only selected some clear photographs to be attached on the appendix. The photographs were used as evidence about what happened during the actions.

E. Validity and Reliability of the Data

Based on Anderson et al. (1994) in Burns (1999), there are five types of validity in action research—democratic, outcome, process, catalytic, and dialogic validity. The types of validity are presented as follows.

1) Democratic validity

To gain the democratic validity, the researcher gave opportunity for the English teacher and the students in the school to give their opinions and responses to the actions. Any comment, suggestion and criticisms coming from them were useful for the researcher to improve the next section of the research. It was done to gather multiple opinions from the stakeholders on the actions being implemented. Through this way the democratic validity can be gained.

2) Outcome validity

The researcher could gain the outcome validity after the research had been done. Outcome validity is related to the outcome achieved by the researcher. In this research students should indicate some improvements on their speaking ability to fulfill the outcome validity. The indicators which showed the improvements of students' speaking performance were presented as follows.

- a) Students could use those language functions which were giving opinion (showing agreement or disagreement), and giving suggestions with intelligible grammar.
- b) Students could use master stress, rhythm, and intonation patterns of those language functions
- c) Students could respond to the teacher's questions orally.
- d) Students got more opportunities to use the language.
- e) Students were active in joining the class.
- f) Students were confident to speak English.
- g) Students were accustomed to classroom English.

3) Process validity

To gain process validity, the researcher collected the data by doing observations and taking notes during the research. It means that anything which happens in the teaching and learning process was noted.

To enhance the trustworthiness of the data and to reduce the subjectivity in analyzing the data, the researcher used triangulation through interviews and observations. As stated in Burns (1999), triangulation is one of the ways of checking for validity which aims to gather multiple perspectives on the situation being studied. They are time, space, investigator, and theoretical triangulation. This research has time triangulation because the data of the research were collected over a period of time in order to identify the factors that are involved in the change process. Then, to get the investigator triangulation, the researcher asked the teacher to help the researcher in the reflection steps so that it could

avoid the biased interpretation. Also, this research had theoretical triangulation since the data were analyzed from more than one perspective.

Furthermore, in order to ensure the reliability, the researcher used the scores of students' performance tests, interview transcripts and field notes to get the same results. To obtain the data about teaching and learning processes, the researcher interviewed the teacher, observe the teaching and learning processes, and interview the students who have just joined the lesson. Moreover, the reliability of the data was gained by giving the genuine data, such as the students' performance scores, field notes and interview transcripts.

4) Catalytic Validity

It relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make change within it (Burns, 1999:162). In this validity, it is important to get the participants' responses to the changes occurring to themselves.

To fulfill this validity, the researcher allowed each person to get involved in this research study to learn and gain more insights from the research processes. The researcher encouraged all students to express their opinions about the changes they had experienced.

5) Dialogic Validity

It parallels the processes of peer interview which are commonly used in the academic research (Burns, 1999:162). It is done to monitor the quality of the research by peer interview that is commonly done through dialogue with all research team participants.

In the dialogic validity, the researcher involved two of the English teachers of the English course, English Made Easy to ask for criticisms and suggestions. Besides, the researcher involved all the participants to discuss everything related to the research study. In this case, the researcher and the collaborators discussed the points of views, opinions, ideas or comments related to the research study so that the corrections to what had been argued can be objective and the subjectivity can be prevented. The researcher also let the collaborators check the data that had been collected.

Triangulation was applied to validate the findings because triangulation serves to clarify meaning by identifying different ways to phenomenon being seen (Denzim and Lincoln, 1994:1). Triangulation is considered a process of using multiple perceptions to clarify meaning, clarify the repeatability of an observation on interpretation (Denzim and Lincoln, 1994:24)

Burns (1999:164) proposed four types of triangulation. They are time triangulation, investigator triangulation, space triangulation, and theoretical triangulation. Nevertheless, only time triangulation and investigator triangulation were used to validate the data in this research. They were as follows.

1. Time Triangulation

Data were collected in a period of time to know the factors which were involved in the change process. Therefore, the action research was conducted in some cycles to prove that the data were believable. In this part, the collaborators and the researcher collected the data related to the students' speaking skills in some cycles to make sure that the data were valid. The data collected were compared to formulate research questions and treatment used to improve students'

speaking skills. Then, the changes related to the improvement of students' speaking skills through communicative activities were monitored in every cycle.

2. Investigator Triangulation

Investigator triangulation involved more than one observer in the same research setting to avoid observer bias and provide checks on the reliability of the observations. The data were related to the teaching and learning processes especially the implementation of communicative activities to improve students' speaking skills.

In this case, the collaborator and the researcher collected the same data about teaching and learning processes related to the way she presented the materials, students' attitudes in the class, class atmosphere, etc. The results were recorded into field notes. Then the collaborator and the researcher crosschecked the data to see the fitness of the data.

F. Research procedure

This action was conducted in some cycles depending on the students' improvements in speaking skills. There were procedures that must be followed for each cycle. This research used the procedures modified from Burns (1999:33) in Madya (2009:67). These procedures were described as follows.

1. Determining the Thematic Concern (Reconnaissance)

In this step the researcher will find out information concerning the students' speaking ability. The researcher will observe the English teaching and learning process and interview the English teacher and the students to identify the

existing problem on the students' speaking ability. After that the researcher will determine some plans related to the problems on the students' speaking ability.

2. Planning

After doing the observation in the reconnaissance step, the researcher makes some plans to choose the actions that are feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teachers of English Made Easy, especially Abe's class, a pre-intermediate level class. The aim of the actions is to increase the students' speaking ability. The action plan is using communicative activities.

3. Action and Observation

In this step, the actions that had been developed and approved together were implemented in the classroom. They were done in two cycles. The first cycle was conducted in 5 meetings and the second cycle was conducted in 3 meetings. The researcher implemented the actions while the collaborators observed and took notes concerning the students' reactions and behaviors during the activities

4. Reflection

After each cycle of the action is completed, the reflection will be done. All the members of the research discussed circumstances concerning the actions. The team members will give contribution by giving comments or suggestions on the actions that are done. The reflection was used to measure whether the actions are successful or not. On the other hand, it is done to see what happen in the actions and to see whether the objectives are achieved or not. The successful actions were

used and reapplied in the next cycle, but those which are unsuccessful would be revised or improved into the suitable one.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSION

This chapter presents the following sections: reconnaissance, reports of cycle I and reports of cycle II. Reconnaissance reviews the identification of the field problems and the identification of the problems to solve. The next section presents the planning, actions and observations, and also reflection of cycle I. The last section reports the planning, actions and observations, and also reflections of cycle II.

A. Reconnaissance

At the beginning of this study, the researcher did some activities to determine the field problems in the teaching and learning processes. First, the researcher observed the English class of Abe's class, a pre-intermediate class of English Made Easy, or EME. Second, the researcher interviewed the English teacher of EME and the students of Abe's class to find the problems during the teaching and learning processes. Then, the researcher discussed further the problems with the English teacher teaching the class for that meeting and also another English teacher as the collaborator of this research.

The observation was described through the following vignette:

Vignette I

Observation

The class was silent. The teacher opened the class. "Good morning, class, how are you today?". Only some students responded to the teacher's question, and

said, "Fine." "My name is Merry.", the teacher said. "I want you to mention your name, so that we know each other more." she then asked the students to mention their name one by one. "Okay, nice to see you all."

The teacher then distributed a handout about greetings. She asked the students to practice the dialogue in pairs. The students read the dialogue and acted it out with their pairs. Some students still made some pronunciation mistakes. The teacher asked the students to change partners. She also asked the students to change the dialogue based on their personal information. However, some students did not know all of the vocabularies contained in the handout. Keyza, for example, asked the teacher, "Miss, what is rented house?" and Abe, "Kalo kos-kosan bahasa Inggrisnya apa, Miss? (What is 'kos-kosan' in English?)". The teacher then answered their questions.

Some students still had difficulties in introducing themselves to other students. Some mistakes were found. The teacher did not give enough controlled practice, and the students were not ready to practice the language. The teacher asked the students to tell about their friends. She asked them to introduce their friends to her.

The students still asked many vocabulary questions to the teacher. Some were not really confident and they were reluctant to talk. Most students still made mistakes. Some common mistakes that they made were for example, Vi introduced Gatno to the teacher: "He is Gatno. He come from Jogja. His hobby is football and badminton. He live in boarding house."

Abe introduced Hoei to the class. "She is Hoei. She from Jogja. She kalau uda lulus tu apa ya Miss? (ho do we say that someone finished her study?)". The teacher answered, "graduated". Abe continued, She graduated from AMPTA university. Her hobby is watching TV and singing."

Betzy introduced Keyza to the class, "Her name is Keyza. She graduated from Petroleum Engineering UPN. She come from Bontang. Her hobby is watching movies. She lives in a boarding house.

The bell rang. Not all of the students got the opportunity to introduce their friends. The teacher closed the class. "Okay, time is up. Thank you for coming to the class. See you around and nice to meet you."

Table 4.1. The Vignette of the observation of Abe's class of English Made Easy

1. Identification of the Field Problems

The researcher conducted an observation and interviews to identify the problems. The observation was done on Friday, June 14, 2013. The observation was conducted in Abe's class consisting of 10 students. After that, students were interviewed to find out their understanding of the lesson, their motivation, the teacher's way in delivering the materials, the task that they usually got, their opinion and feelings towards the English class, and so on. The interviews were done in a casual way which is more like chit chat rather than formal interviews. The discussion with the English teacher related to the teaching and learning processes was also held after. The interview included the difficulties in teaching English, especially speaking, the sources of the materials, and the media used, the students' attitudes in joining the class, the classroom management, and so on.

Based on the observation, interviews, and discussions, the collaborator and the researcher identified several problems in the teaching and learning processes. The problems are presented in the table below.

No	Field Problems	Sources of the Problems
1.	Students were not really active in joining the class.	S
2.	Students were reluctant in using English.	S
3.	Some students were not really attentive in the class.	S
4.	Students seemed not be really interested in joining the learning process.	S
5.	Some students were silent during the learning process.	S
6.	The students made many mistakes when speaking.	S

7.	The teacher did not tell the objectives of the lesson.	T
8.	The teacher did not arrange the activities well.	T
9.	The teacher did not give a clear guidance in accomplishing the tasks.	T
10.	The activities conducted by the teacher were monotonous.	T
11.	The teacher did not give enough guided practices, so the students were not ready to speak using English.	T
12.	The teacher did not create good rapport and encouraging class atmosphere	T
13.	The teacher found difficulties in managing the class.	T
14.	The teacher did not give feedbacks.	T
15.	The class activities were not encouraging and challenging.	T
16.	The materials given were not sufficient in covering the exercises needed to accomplish the objectives of the learning.	Ma
17.	Students had low vocabulary mastery.	Ma
18.	The materials given by the teacher were not interesting so that the students seemed to get bored.	Ma
19.	There was no interesting media to support the teaching and learning processes.	Md

Table 4.2. The Field Problems in the English class of Abe's class of English Made Easy

2. Identification of the Field Problems to Solve

After identifying the field problems, the researcher and the collaborators held a discussion to determine the problems to solve. At first, problems that had been identified were listed. Then, the researcher showed the list to her collaborators. The problems were classified based on the sources of the problems.

After determining the field problems to solve, the discussion was continued to analyze the main cause. It is important to recognize the obstacles and weaknesses related to the field problems. The first collaborator confirmed that

there were some difficulties causing the teaching and learning processes not to run effectively. Some causes of the problems to solve were then concluded.

Based on the discussion with the collaborators, it was concluded that the main cause of the problem was the teacher. The activities conducted by the teacher were not varied and monotonous. The students were asked merely to read the dialogue provided in the handout designed by the teacher. The model of the text also did not cover the vocabularies that they needed to use. The teacher did not give enough pre-speaking activities such as vocabularies, word constructions, correct pronunciation, etc. Therefore, students were not prepared and they found it difficult to introduce themselves in English as the objective of that meeting. The atmosphere of the class was not encouraging and students were not motivated, this was proven by the students' reluctance in answering the questions. Some students were still confused about the English construction; they kept asking the teacher to translate Indonesian into English whenever asked to speak. The teacher did not make any lesson plan before teaching the class. Thus, the teaching and learning processes did not run effectively. The teacher did not deliver the aims and objectives of the learning, so that the students were not aware of the goal they must accomplish by the end of the class. They became less motivated and they did not know the importance of the lesson. They did not think that the lesson was meaningful. The feedback of students' accuracy and pronunciation was rarely given. Thus, the students still mispronounced some words and sentences. The teacher did not correct the students' mistakes. Some students were not confident and they were afraid of making mistakes and being laughed at by their friends.

After analyzing the causes of the problems, the researcher and the collaborators continued the discussion and determined that the problems related to the students' personality needed to be solved as soon as possible since communicative approach is student-centered approach. From the identified problems, the problems that were solved were:

No	Field Problems	Sources of the Problems
1.	Students were not really active in joining the class.	S
2.	Students were reluctant in using English.	S
3.	Some students were not really attentive in the class.	S
4.	Students seemed not be really interested in joining the learning process.	S
5.	Some students were silent during the learning process.	S
6.	The students made many mistakes when speaking.	S
7.	The teacher did not arrange the activities well.	T
8.	The teacher did not give enough guided practices, so the students were not ready to speak using English.	T
9.	The teacher did not create good rapport and encouraging class atmosphere	T
10.	The teacher did not give feedbacks.	T

To solve those problems, it had been agreed that the teacher should start to change in order to overcome those problems. The teacher should change her ways of teaching. Various activities to stimulate students to be confident interested and excited needed to be done. It was also agreed to use some media and materials from many sources that were suitable with the curriculum and the students' needs.

The teacher also needed to create a good atmosphere so that the students could learn comfortably without feeling anxious and afraid of making mistakes. If the teacher created a good atmosphere and used various media and material as well as creating various challenging activities and tasks, the students would be active, attentive, responsive, and confident in speaking English.

B. Reports of Cycle I

1. Planning

After determining the field problems to solve, the collaborators and the researcher began to plan the actions to solve the problems. The actions were focused on improving students' speaking skills through communicative activities. The designed actions were expected to create the following situations:

- a. students could be active in joining the class.
- b. students could be confident in speaking English.
- c. students would not be afraid of making mistakes.
- d. students would have more opportunities to learn to speak in English.
- e. materials and activities would be more varied.
- f. students could be more encouraged to speak.
- g. students could improve their vocabulary mastery.
- h. Students could pronounce the words and sentences correctly.

- i. Students could produce more accurate utterances and be more aware of the grammatical accuracy.

Based on the discussion with the collaborators in a democratic and dialogic atmosphere on June 15, 2013, some actions would be implemented in cycle I. The action plans of cycle I are presented as follows.

a. Using Classroom English in Teaching and Learning Processes

Based on the discussion, the researcher and the collaborators agreed to use classroom English or English routines during the teaching and learning processes. It was aimed at making students familiar and accustomed to the English words and sentences and improving the students' classroom production. It was also aimed at creating exposure to the students. It was done to create an atmosphere in which English is the language that should be used in the class as far as possible. Some English expressions would be used during the actions, such as greeting, eliciting questions, giving instructions, explaining the materials, giving feedbacks and also ending the lesson. However, if students found it difficult to understand important material and when they showed confusion, the researcher acting as the teacher would translate it into Indonesian. However, English should be the main language for the instructional language during the class.

b. Communicating the Objectives of the Lessons to the Students

At the beginning of the lesson, the teacher would direct the student toward the lesson through interactions. The teacher would personalize some questions leading to the topic that would be discussed. Then, the teacher would

communicate the objectives of the lesson so that students would know what they were going to learn. They would know the goal that they should accomplish at the end of the class. Besides, they would also be motivated once they knew the purposes of their learning.

c. Making Lesson Plans

The teacher should plan the learning process so that the class would run smoothly and successfully and all of the elements included in the whole process could support the attempts to reach the objectives of the learning. In order to create meaningful and relevant tasks, the teacher would make lesson plans covering the class activities, time allocation, classroom management, aims and principle of the task and activities designed. By doing this, the irrelevancy and inefficiency could be minimized. The lesson plan could be the guideline for the teacher, so that she could administer the teaching and learning process more systematically. This could prevent the teacher from forgetting the important materials or activities that needed to be conducted, so that the English learning could be a holistic process including sequences of meaningful processes. The teacher would also fill the progress report which showed the progress of students' development and to inform the collaborators, so that they could discuss further related to the attempts of improving students' speaking skills as to be concerned with students' personality, and learning styles.

d. Conducting Pre-Communicative Activities

Before entering communicative activities, the teacher would prepare the students by conducting pre-communicative activities. The pre-communicative activities would be focused on comprehension and language. The comprehension-focused activities were such as comprehension tasks which would allow the students to comprehend the expressions used in real-life situation. The language-focused activities were such as pronunciation practices, vocabulary enrichment and grammar exercises in forms of written exercises, games, listening, etc which would allow students to practice pronunciation and use the language functions accurately. In conducting the activities, the classroom setting would be individuals, pairs, or groups depending on the activities.

e. Conducting Communicative Activities

During cycle 1. Communication activities would be conducted through variety of activities, such as interviews (questions and answers), panel discussions and card games. Below are the procedures of each activity:

Panel discussion activity:

- 1) Two students would speak in front to present their opinion in turns.
- 2) The other students would be the audience.
- 3) They would be given a topic.
- 4) One student would agree and the other would disagree.

- 5) The students had to express their agreement and disagreement on the topic and support their idea by giving more reasons and explanation.
- 6) The students might respond to each other's opinion having different opinion.
- 7) Other students would have to give questions and might comment on the speakers' ideas and deliver their opinion about the issue.

Card games activity ("Give me suggestions, please" activity):

- 1) Ask the students to work in groups consisting of 3 to 4 students.
- 2) Give cards to each group
- 3) Ask the students to take one card in turns.
- 4) Ask the student taking the card to ask for his/her friends' suggestions related to the problem based on the cards.
- 5) Ask the other students to give their opinion or suggestion and support it with some reason, which can be based on their experience or their idea.
- 6) Ask the student taking the card to give her/his opinion about his/her friends' suggestions including accepting or refusing their suggestions.
- 7) Other students in the group might comment on their friends' suggestions.

f. Giving Feedback for Students' Accuracy and Pronunciation

The researcher acting as the teacher in this study would give feedback for students speaking skills, especially accuracy and the pronunciation. The feedback would be given during the lessons covering the opening, main and closing activities. The feedback would be given during the students' production, if

necessary and by the end of the class by discussing the common mistakes or errors that the students might produce.

g. Asking Students to Memorize Vocabularies and Giving Vocabulary and Pronunciation Check in Each Meeting

The teacher would ask the students to memorize one vocabulary list to be checked in every meeting. The vocabularies had been selected to meet the need of students to communicate and support their fluency when performing the suitable language functions. The teacher would also give pronunciation drills when checking the vocabulary exercise.

h. Using Media in Teaching and Learning Processes

During cycle I, the teacher would like to use some media to make the teaching and learning processes more understandable and interesting. It was expected that the students would not be bored when other media were used and the class activities were not monotonous. The media used were pictures, dialogues, cards, sheets, etc.

2. Actions and Observations

The actions which were focused on implementing communicative activities to improve students speaking skills were conducted in five meetings on June 20, 21, 24, 27 and 28 2013. The materials of cycle I are the expressions of agreement and disagreement and giving suggestions. When the researcher

conducted the actions, the collaborators took notes in the back of the class to observe the teaching learning processes and also took some photographs related to the teaching and learning processes. The collaborators and the researcher collected the data of cycle I through classroom observation and interviews. The results of cycle I are presented below.

a. Using Classroom English in Teaching and Learning Processes

Before conducting the actions, the English teacher used English only to give instructions and the teaching and learning process was done using more both Indonesian and English. Students were not exposed to produce English. They tended to be passive during the teaching and learning process. However, in these actions, the researcher used English classroom to make students familiar with English words and sentences as well as to improve their classroom production and create a good atmosphere of English learning and production. The use of Bahasa Indonesia was limited and avoided as much as possible. The researcher did code-switching only when the students found difficulties or when they showed confusion in understanding her explanation. However, she tended to simplify her utterances and used gestures to express what she meant. Only when the students still found it difficult to understand important parts of the materials and the learning process would the teacher make the code-switching.

There was a process of improving students' classroom English in term of their responsiveness. The improvement was achieved gradually from one meeting to the next meetings during cycle I. At first, they still hesitated to respond to the

teacher's questions in English. They still confirmed the instructions or the questions using Indonesian. Students were not accustomed to the use of English all the time. They tended to answer the questions in Indonesian to avoid making mistakes. Their responsiveness was still low. However, students knew that the teacher expected them to respond to her in English, and the teacher also guided the students to respond to her in English by helping them translate the words or construct their utterance. The teacher also had to invite and point the students to answer her questions. They seemed to hesitate in speaking in English. Later, in the next four meetings, there was an improvement of students' responsiveness. They students seemed to be more confident and comfortable to respond to the teacher using English. They were not afraid of making mistakes again and the teacher was very supporting. This might be because the teacher created a warm environment and the mistakes that the students made while speaking in English was regarded as something normal they should not be ashamed of. However, the teacher still made some code-switching by considering the conditions of the students. When they asked some vocabulary questions, then they teacher would try to explain it by simplifying her explanation or giving examples, but when needed, she translated the utterance using Indonesian.

The students seemed to be encouraged to speak in English; it could be seen from their responses to the teacher's questions. They tried to respond to the teacher's question using English. They tried to ask questions in English and they gave comments also in English. They were confident to ask the teacher, for example, "Today, the children are more.. dewasa tu apa ya? (The student asked

the teacher)” (What is ‘dewasa’ in English?) then the teacher answered, “Mature”. Their responsiveness was better from one meeting to the others. They were aware of their goal to learn English and they knew that they were expected to use English during the class. It could be seen that they responded to the teacher’s questions very enthusiastically and were motivated to produce English utterances. Their responsiveness improved from one meeting to another. They even commented on their friend’s response, tease their friends using English, etc. They became more and more confident to speak in English by saying word by word and later phrase by phrase until they could always use English to make whole sentences. Take for example, “What time did you hit the hay last night?” “At 10 pm” “I took a bath after I woke up” “I slept again and I woke up at 8 and I went to EME.” And other simple sentences fluently and accurately.

However they were still a little confused about other constructions to explain or give reasons for their opinion when they had to express their agreement and disagreement. Dealing with this problem, usually the teacher guided the students and gave some clues as how to start a sentence from determining the subject followed by the verb. The teacher also asked the students to give some examples if they had difficulties in explaining their arguments. In addition, there was an improvement in the class atmosphere. At first, the students were not really attentive and they did not really engage in the discussion. However, the atmosphere of the class was more conducive. In fact, the students carefully try to make correct sentences while speaking in front of the class or when they asked question, since the mistakes were treated quite seriously by corrections. The

teacher pressed a bell whenever students made mistakes and asked the other students to correct their friend's mistake. The students had more concentration toward the lesson and they did not make disturbing noise in the class. The complete description of each meeting in cycle I could be seen on vignette 2, 3, 4, 5, and 6 on the appendix.

Based on the informal interviews after the actions, the students confirmed that the use of classroom English was important. In fact, they enjoyed the class using English, because they could try to understand spoken English and in turn try to respond to the interaction in the class also by using English. They felt interested and they felt like learning the real English. However, they also wanted the teacher to guide them more, so that they could also use active English. They admitted that they could understand almost all of the teacher's explanation. However, the code-switching was also necessary when the students felt a bit confused about the materials. The following interview transcript also describes the students' feeling toward the classroom English.

- R: Kalau menggunakan bahasa Inggris selama pelajaran, dengan penjelasan bahasa Inggris, kalian benar-benar paham atau enggak? Kira-kira berapa persen yang kalian paham? Terus kalian merasa nyaman enggak? ("If English is used during the class, can you fully understand the materials explained? If not, how much do you understand the materials? And do you feel comfortable with that?")
- S3: Aku sih ngerti, Miss. Kalau ada orang ngomong terus njelasin pakai bahasa Inggris gitu, aku ngerti, Cuma kalo ngomong aku masih susah dan belepotan. ("I can understand what the teacher explained when she used English, but it is difficult for me to speak and respond to her in English")
- S6: Ya menurut aku enak dijelasin pakai bahasa Inggris sih, kan kita belajarnya bahasa Inggris, jadi kan bisa dapet contohnya juga gimana cara ngomongnya. Kalo di SMA kan juga ga pernah pakai bahasa Inggris jadi susah. Kalo ngertinya yaa 90% lah, Miss. Tapi Miss

ngomongnya jangan cepet-cepet ya. (“I think it is better to use English during the class, because we are learning English, so that we can also get the example to speak English, especially the pronunciation. In High School English was rarely used in the class, so it was a bit difficult to practice English. I can understand about 90%. However, please speak a bit more slowly.”)

S8 : Aku bisa ngerti sih penjelasannya, walau mungkin ya ga 100%, nggak setiap kata aku tau, tapi aku bisa ngerti garis besarnya dari penjelasan dan materi yang disampaikan. Asik sih, Miss, pelajarannya, jadi ya ga bikin bosen. Temen-temen juga ngomongnya pakai Inggris jadi ya aku juga jadi ikut-ikut aja walau salah-salah. (“I can understand the explanations, although I might not understand every word explained. However, I can understand the picture and the idea of the explanation. The class was fun. So I didn’t make me bored and my friends also speak in English in the class, so I just do the same thing, although I still make mistakes here and there.”)

(Interview transcript, June 24, 2013)

b. Communicating the Objectives of the Lessons to the Students

As stated before, the researcher, acting as the teacher in the class, communicated the objectives of the lesson in every meeting in cycle I through interactions so that the students knew what they were going to learn and the objectives that they needed to accomplish. It was different from the previous teacher because she was not used to communicate the objectives of the lessons to the students. She directly asked the students to do the tasks so that they did not seem to be ready and motivated to join the activities. It made the students confused about the objectives of the lesson and what they had to accomplish. In cycle I, the teacher always had some lead-in activities or interaction to direct the students into certain topics and certain language functions that they needed to perform. After having the lead-in activities, then the teacher communicated the objectives of the study. For example in the fifth meeting of cycle I, when the language function was to give suggestions, the teacher showed a picture of a boy

cheating on his partner with his girlfriend's friend. She explained the situation. She also personalized the problem and personalized the questions. She began to invite some students to give their comments and she then delivered the objective of the lessons, "So today we are going to learn how to give suggestions in English, so later when you want to give advices or your suggestions to your friends, you will be able to use English correctly."

By personalizing the questions, having lead-in activities, and contextualizing the materials and the language functions that they needed to learn, the students became more aware of the importance of the objective of the lessons as well as the language functions. The activities could also serve to gather the students' attention and they had more concentration on the materials explained. They also understood what they had to practice and the use of the language function in their daily life, due to the context provided. They said that knowing the objectives of the learning is important. Generally, it was effective to motivate the students to learn as well as to deepen students' understanding of the lesson. It could be seen from the following transcript.

R : Kalau tujuan pembelajarannya disampaikan, apakah itu membantumu dalam mempelajari pembelajaran? ("If the objectives of the study is delivered first, does it help you understand the materials?")

S4: Iya, Miss. Jadi kita tau apa yang bakal dipelajari, terus juga tau untuk apa pakainya. ("Yes, it does. Because of that we can understand what we are going to learn, the functions of the language and when to use it.")

R: Kalau kamu tau tujuan pembelajaran, apakah kamu jadi lebih termotivasi untuk belajar? ("Once you know the objectives of the lesson, do you become more motivated to learn?")

S9: Iya, aku jadi lebih tertarik aja, soalnya kan tau penggunaannya, terus ya bisa aku praktekin juga kalau pas ikut daily conversation die me atau ya buat gaya-gayaan aja sama teman-teman. ("Yes, I become

more interested in it because I then can practice it when I join daily conversation at EME or when I am with my friends.”)

(Interview transcript, June 24, 2013)

c. Designing Lesson Plans

Before this action research, the teacher at EME was not used to design lesson plans before they taught, as a result, the activities did not run very smoothly. The delivery of the explanations, the class activities were not systematical. The time allocation was not planned very well. The class activities were not planned very well. Often she could not deliver all the materials as planned according to the syllabus. The teaching and learning process could not run effectively and the sequences of the activities could not accomplish the objectives of the lessons. Thus it was not planned very well. Some tasks were not very meaningful and because of the time limitation, she forgot to deliver the feedback for the students and did not give enough opportunity for students to ask questions in the end of the class.

Lesson plans are very vital before conducting the lessons to make sure that the class can run very well as planned. The lesson plans can also be used to control the progress of the class and to prevent the teacher for missing or forgetting the materials and tasks used in the class to accomplish the objectives of the lesson and to make the teaching and learning process run smoothly and effectively.

In the cycle I, the researcher always conducted the class by following the sequences of classroom activities. Important activities and steps were listed systematically so that the class became more effective and the activities could run

smoothly. The time allocation was better managed. She did not forget to, for example, give feedbacks to the students, check their understanding and to give opportunity for students to ask questions. She also designed each activity in a sequence which was related to one and another. The lesson was delivered systematically and the students could follow the lesson more easily.

d. Conducting Pre-Communicative Activities

During the cycle I, the researcher conducted pre-communicative activities before entering the communicative activities. The pre-communicative activities were focused on comprehension and language. The researcher conducted some comprehension-focused activities to make the students aware of the use of expressions in daily life. These language-focused activities were to let the students know how to use and produce words or sentences correctly using appropriate language and how to manipulate sentences or how to construct grammatically correct sentences.

In conducting comprehension-focused activity, the researcher gave the students as an input text in each meeting with different topic for every meeting in the forms of written dialogues as the input texts. The input texts in the meetings in cycle I were designed in certain contexts so that the students could understand the language function more easily. At first, the students were not very active in doing the activities. However, later the students could improve their involvement in asking and answering the questions. The researcher also varied the input texts and the students were interested in joining the class. By giving the input texts and

discussing them, the students could understand the use of language functions based on the context.

In this cycle, the teacher also taught grammar in contexts to the students to improve their accuracy in constructing sentences. The teacher explained the grammar construction by giving them examples and suggesting that they should start to practice to use English by making simple sentences and that they should simplify their sentences by focusing more on the meaning than dictions, and avoid making complex sentences. The teacher gave them some written exercises to improve their accuracy and discussed the exercises to prepare the students for the communicative or productive activities. These exercises were in the form of jumbled words and fill-the-blank-exercises and games in translating sentences. At first, some students were still confused when they had to arrange the jumbled words correctly, but later the students were able to construct correct sentences. Some also still made mistakes when they had to fill the blanks with the correct form of verbs, but after discussing the exercises and getting feedback and more explanation from the teacher when discussing the answers, most students could understand the concept of grammar. Moreover they were very interested and enthusiastic when they played the games. It was proven by the fact that the students could correct their mistakes when they discussed the answers with the teacher.

e. Conducting Communicative Activities

Before conducting the actions, the English teaching and learning processes at English Made Easy tended not to be very formal and very interactive. The students did not have many opportunities to practice their English. The teacher did not give enough free practice where they students could practice their English autonomously. The class atmosphere was not very supporting, the teacher did not give enough language exposure to the students, so that they students hesitated to speak in English. Most activities were controlled activities and although the class was conversational class, they students did not really engage in activities in which they could freely talk about their opinion, feelings and experiences. Most activities were reading texts, dialogues and the speaking practice was limited to answering the comprehension questions. Students could only answer oral questions in short sentences. The teacher did not take consider the problems related to the students' autonomy and the students' lack of vocabulary mastery. The teacher used to translate the words that the students wanted to use. Thus the students tended to repeat after the teacher without memorizing the vocabulary, hence they did not get vocabulary enrichment. They might have problems in speaking autonomously and accurately. The teacher also did not respond to the students' mistakes by giving them feedbacks. They students thus felt reluctant in using English. They did not really engage in the class activities and they were not enthusiastic in joining the class.

During the cycle I, the researcher acting as the teacher applied some communicative activities through various informative gap activities, questions and answers, and discussions, such as panel discussions about various topics where

the students could use the expressions of their agreement or disagreement and “Give me Suggestions, Please” activity where the students could practice the expressions of giving suggestions.

Communicative activities could, in fact, stimulate students to produce English using the language functions. Moreover, students could also share their opinions, suggestions and their experiences that they used to strengthen their reasons and to support their opinion. They seemed to try to express themselves in English. Therefore, when the researcher applied the communicative activities, the students engaged in the activities and their responses were good. At first, they seemed to hesitate to speak and they were not accustomed to talk spontaneously and share their opinion. However, the discussions were about topics that were challenging and suitable for students at their age, considering that most of them were university students and graduates. The topics were about, for example, whether or not people should have a boyfriend or girlfriend while studying, whether money can make people happy, whether or not women should become career women, etc. They were very eager to talk about their opinion. The discussions were conducted in pairs, so it was panel discussions. All of the students gave their opinion in turns. The other students not being the panelists also asked questions and gave their own opinion, so it was proven that they enjoyed the discussions and they involved very well in the class activities.

Their involvement was even better in the next meeting where the teacher conducted communicative activities in form of giving suggestions by discussing some problems. The teacher came up with sharing some problems. She

personalized the questions and began to ask the students what they would probably do when facing the problems. Some students offered different opinions and suggestions. The teacher then asked their reasons of why they thought that their solution was good. She asked other students to compare whose solution was the best and she also asked them to give their reason. She then asked them to play card games called "Give me Suggestion, Please". The students were grouped consisting of three to four students. In groups, each student must pick one card in turns. Each card consisted of a problem. The student taking the card must ask for suggestions from her/his friend. The other students then gave their suggestions and explained why they thought that the solution was a good solution. They could give their opinion, criticize each other, accept one's opinion, support one's opinion, etc. The teacher monitored the group by being involved in the groups. She mainly observed the students while they were speaking. The teacher always corrected their mistakes by reminding them back of the grammar material that they got previously. She kept on doing this in a friendly way. She listened to the students' opinions, gave praise to the students and she asked the students to correct each other when they thought that they made mistakes. They were allowed to open their vocabulary list and she always welcomed every question whenever the students found any difficulty. The class atmosphere was very supporting and conducive. The students seemed to have fun while giving their opinion. The topics were very interesting and the contexts suited their world and daily life very well. They discussed, for example, relationship problems, financial problems, family problems, etc. The problems were for example: "I just broke up with my

boyfriend because he cheated on me, but he said that he was very sorry and that he loved me. We already had a long relationship. I really hate him but actually I still care about him and I cannot forget him. What should I do?” and “My father transferred some money last week, but I spent all the money to have fun and shop. Now, I don’t have money. Moreover, I have to pay for my tuition next week. What should I do?”

They spoke quite fluently, but because they mainly discussed various topics, many students found it difficult to avoid making complex sentences; they were very eager to talk in English the way they could express their ideas in Indonesian. There were problems, such as, vocabulary, and grammar construction. However they were improving. The students could correct their friend’s mistakes and they could help each other. They had a very supporting atmosphere. That was why the students were confident to speak using English. They worked cooperatively very well. The complete description could be seen in vignette 5, 6 and 7. It could be described through the following interview transcript.

- R : Bagaimana menurut kamu tentang pelajaran bahasa Inggris hari ini? (“What do you think about the today’s lesson?”)
- S1 : Asik banget, seru lah. (“It was fun and interesting”)
- S7 : Bagus, Miss. Asik. (“Very good and fun”)
- R : Aktivitas apa yang paling kalian suka?
- S4 : Aku suka pas pakai kartu terus suruh kasih saran, “Give me Suggestions” itu loh. Masalahnya lucu-lucu, menarik banget. (“I like the card games when we were asked to give suggestions; “Give me Suggestions” activity. The problems were very interesting and fun.”)
- S6 : Panel discussions nya suka sih... seru, jadi bisa kaya debat gitu, pas Thenny sama Betsy jadi speaker juga kan menarik, agak panas tapi seru. Tapi aku pas jadi speaker agak susah juga mau ngomongnya pake bahasa Inggris, padahal ada sih idenya. (“I like the panel discussions, so it was like a debate. When Thenny and

Betsy spoke in front, the discussion was very interesting; it was tense but fun. When I became the speaker, it was difficult for me to speak in English to express everything that I wanted to say although I actually had the ideas. It was difficult for me to explain my ideas in English.”)

(Interview transcript, June 28, 2013)

As far as I was concerned the panel discussions were very challenging for the students. The discussions were held in two meetings to ensure that all of the students got their turn to be the panelists. However, the students found the tasks a bit difficult although they also enjoyed the activity and the activity also gave a lot opportunity for students to talk and practice their English. In “What Should I do?” activity, the students were more relaxed and they enjoyed the activity very much. However, it was a bit difficult in controlling the class. Students were groups and the teacher could not always watch all of them at the same time; she then could not fully control the students’ production and correct their mistakes. However, the teacher monitored all groups and she took the time to sit and listen to the students while they were speaking and she gave corrections, remark, praise and sometimes jokes.

f. Giving Feedbacks for Students

Based on the previous observation, the English teacher rarely gave feedback to students. She did not really notice when the students made mistakes, such as accuracy or pronunciation mistakes. She did not respond to the students’ mistakes. She just answered the students when they asked her some vocabulary

questions. She did not try to make students able to talk spontaneously and accurately. However, as planned, the researcher gave feedback for students' accuracy and pronunciation in every meeting in cycle I. The feedback was given during the lesson covering the opening, main and closing activities. The feedback was usually given when students made mistakes or errors. The researcher conducted the vocabularies exercise to enrich the students' vocabularies and she also gave the opportunity for students to practice pronouncing the vocabularies. She corrected the students' pronunciation and gave the correct example of the pronunciation by writing the pronunciation transcriptions for vocabularies which the students found difficult to pronounce. She then asked the students to repeat after her. In the next meetings the students made fewer mistakes in pronouncing the vocabularies and they were able to speak more fluently by trying to make sentences using the vocabularies they got in each meeting. They also made fewer mistakes in pronouncing the words. They were quite enthusiastic when they had the pronunciation practice and the mistakes on pronouncing the sentences were reduced. The accuracy feedback was also given when the students made mistakes. The teacher usually pressed a bell when students made mistakes. The students became aware of their accuracy. At first they were not really confident but then they became more confident and they enjoyed the activity where they had to always speak in English. They also knew that making mistakes was something normal. The teacher created a friendly and warm atmosphere. Later, the students could correct their mistakes and the other students also helped the students correct

the mistakes so that the atmosphere was very supporting and they enjoyed the class very much.

When the students mispronounced the words, the teacher asked the students to correct the pronunciation. If the students found difficulties in correcting their mistakes, the researcher usually asked the other students to correct their mistakes, or she directly corrected the mistakes. It could be seen that the feedback could help the students know their mistakes but also could improve students' confidence in speaking English. They became more aware of their accuracy and they also tried not to repeat the same mistakes again. The teacher also kept reminding the students by giving feedbacks. It can be described as the following interview transcript.

- R : Kamu percaya diri nggak kalau harus ngomong di depan kelas terus atau kasih pendapat kamu, terus nanti dikoreksi kalau bikin kesalahan? (“Are you confident to speak in front of the class or to give your opinion and when you make mistakes, you are corrected while speaking?”)
- S7 : Awalnya ya deg-degan sih, malu kalau salah, tapi ya kan teman-teman juga gitu semua, dikoreksi semua. Lagian juga kan kita bisa jadi tau kalo kita pas buat kesalahan terus disuruh ngoreksi. Jadi aku sih suka aja, lagian kan temanya menarik-menarik, jadi aku suka kadih-kasih pendapat, teman-temannya juga asik soalnya. (“At first I was nervous, I was shy when I made mistakes, but all of other friends also experience the same thing. All of them were also corrected when they made mistakes. Besides, if the teacher corrects us, we then know if we make mistakes and we can try to correct ourselves and try to speak accurately. I enjoy it very much. I like to give my opinion and I am confident, because the topics are interesting and all of my friends in the class are also fun.”)
- S6 : Aku sering banget ngomongnya salah, pas dikoreksi gitu aku ya jadi sadar kalau ternyata aku ngomongnya salah-salah, berarti selama ini inggris aku masih kacau banget, aku malah seneng sih kalo dibener-benerin. Kalau aku sih pede-pede aja untuk ngomong, tapi sekarang aku lebih berhati-hati aja pas ngomong

jadi aku pikir-pikir dulu biar nggak salah. (“I often make mistakes when I talk in English. When the teacher corrects me, I realize that my English is still not good and I like it if someone corrects my mistakes. I am always confident, but now I become more careful when I want to speak English so that I don’t make mistakes.”)

(Interview transcript, July 4, 2013)

g. Asking Students to Memorize Vocabularies and Giving Vocabulary and Pronunciation Check in Each Meet

The lack of vocabulary mastery became a big problem in improving the students’ speaking skills. Most students were quite active and many of them really wanted to express their opinion in English. The students asked the teacher many times about certain vocabularies that they wanted to use. The lack of vocabulary mastery was a quite big constrain in improving their speaking skills. Realizing this problem, the researcher also designed vocabulary practice before entering the communicative or productive activities. In each meeting of cycle I, the researcher acting as the teacher usually gave vocabulary exercises. The teacher gave vocabulary lists, from vocabulary 1 to vocabulary 17. Each vocabulary exercise consisted of fifteen to twenty common vocabularies that the students would probably use based on the topic discussed in each meeting. This was to help the students express their idea and opinion in the following communicative activities. The students were asked to memorize the new vocabularies to be checked in the following meeting. The teacher drilled the students’ pronunciation by asking them to repeat after her. Giving intensive drilling on the students’ pronunciation aimed at making students know how to pronounce the words correctly. The students were enthusiastic when the teacher gave the pronunciation drills. However, they

did not pay attention when on the word stress and intonation so that they tended to make mistakes. The teacher instructed them to pay attention to the word stress and she sometimes wrote the phonetic transcription of some difficult words that the students found it difficult to pronounce. It gave positive impact to the students. It could be seen that in the next meetings in cycle I students pronounced the words correctly when they used them in the communicative activities. In terms of self-confidence, most of the students were quite confident when they were asked to pronounce the words individually. This could be seen through the following interview transcript.

R : Bagaimana pendapat kamu tentang latihan vocabulary dan latihan pronunciationnya tadi? (“What do you think about the vocabulary exercise and the pronunciation practice?”)

S2 : Sangat membantu sekali sih, Miss. Kita jadi bisa tahu vocabulary-vocabulary baru yang bisa dipakai waktu speaking. Kita juga jadi tau gimana cara melafalkan kata-katanya. (“I think it is very helpful. We can get new vocabularies so that we can use them when speaking. We also can know and practice to pronounce the vocabularies correctly.”)

S10 : Vocab check tu sangat penting sih, menurut aku, soalnya itu sangat mendukung kita. Kita jadi bisa ngomong pake vocabulary-vocabulary yang ada, dan vocab-vocab nya juga kata-kata yang sering kita mau pakai. Aku juga suka latihan pronunciationnya soalnya kan jadi bisa ngomong dengan intonasi dan stress yang tepat jadi ngomongnya bisa bagus. (“I think the vocabulary check (the vocabulary practice) is very important because the vocabularies really support our speaking. We can speak in English by using the provided vocabularies. The vocabularies also include the common vocabularies that we often need to use. I also like the pronunciation practice because then we can pronounce the words with the correct stress and intonation.”)

(Interview transcript, July 4, 2013)

h. Using Media in Teaching and Learning Process.

Based on the observation and the interview, the English teacher never used media to support the teaching and learning processes. She confirmed that she did

not have time in creating and preparing the media. As a result, the lesson became not interesting and the students were not encouraged to learn the language. However, during the actions, the researcher used some media in every meeting in cycle I. the media were used in helping the students understand the questions to lead the topic. As stated before, the researcher used dialogue texts, cards of situations, picture cards, for cycle I. The researcher used pictures and model texts to direct the students to the topic of the day. She personalized the questions and evoked students' responses. She used some written exercises, such as filling the blanks and translating questions as the controlled practices and used cards of situation, topics and pictures during the communicative activities. The activities were successful and provided students with gaps for communications.

There was an improvement on using various media in the teaching and learning processes. At first, the students were not very enthusiastic and they did not fully engage in the activities. When the teacher asked questions based on the media, there were only some students who were responsive. Then, in the next meetings in cycle I students were more enthusiastic and responsive. They became more and more confident and responsive. They were brave to express their opinion voluntarily. Generally, the students could understand the materials better through media. They seemed to be more enthusiastic in joining the class activities. They could be active and encouraged to speak in English. The description of the benefits of using media can be seen from the following interview transcript.

R: Apakah penggunaan media seperti gambar, cards of situation dan lain-lain di kelas dapat membuat pelajaran semakin menarik? ("Did the use

of media such as pictures and cards of situations make the lesson more interesting?”)

S8: Iya, Miss. Aktifitasnya jadi seru dan nggak gampang bosan. (“Yes, the class became more fun.”)

R: Apakah penggunaan media seperti gambar dan cards of situation help you understand the materials?”)

S9: Iya, misalnya ada gambarnya kan jadi tau pelajarannya tentang apa, terus penggunannya tu pas apa, gitu. Pelajaran jadi lebih asik, terus lebih berwarna aja, apalagi cards of situationnya tadi. (“Yes, for example, the pictures helped us understand what the lesson was about and when to use the language. The media made the lesson more enjoyable, especially the card of situation. They made the class more colorful.”)

(Interview transcript, Juli 4, 2013)

3. Reflections

After implementing the actions of cycle I, the collaborators and the researcher held a discussion to reflect the actions of Cycle I. Everyone participating in this research had ample opportunities to share their ideas, opinions, and feelings related to the implemented actions. Based on the discussion with the collaborators in a democratic and dialogic atmosphere, the reflections can be summarized in the following descriptions.

a. Using Classroom English in Teaching and Learning Processes

The researcher used classroom English in every meeting in cycle I. the implementation of classroom English was successful in familiarizing the students with English words. It was also successful in creating an atmosphere in which the students were expected to communicate in English. Most of the students could respond to the teacher’s simple questions when she greeted them and had chit-chat with them. They were confident when they spoke in English. However, they

tended to use Indonesian when they could not explain something. The teacher usually simplified their meaning and guided them to translate it into English, when they could not make the translation the teacher gave the answers and asked them to repeat after her.

b. Communicating the Objectives of the Lessons to the Students

The researcher acting as the teacher always communicated the objectives of the lessons to the students in every meeting. At first, the researcher showed some pictures, or created a context and personalized some questions and let the students know what they were going to learn. Some students did not seem to notice the importance of the objectives of the lessons. However, generally, it was successful to motivate them to learn and to help them understand the goals and directions of the lessons.

c. Designing Lesson Plans before Teaching the Class

Before teaching the class, the researcher always designed the lesson plan. She discussed with the collaborators and they helped the researcher by giving opinions suggestions. The activities were done systematically. The students seemed to understand the aim of the activities and the time allocation was better managed. This was successful in minimizing the students' confusion and gave a clear guidance and reminder for the teacher. This made the activities ran better and more effective. The classes were better prepared and the teacher was ready to conduct the class activities.

d. Conducting Pre-Communicative Activities

Commonly, the implementation of pre-communicative activities focused on comprehension such as presentation of the input text and also comprehension tasks which allowed the students to comprehend expressions used in real life situations. The activities focused on the grammar comprehension were given as the controlled practices focusing on students' accuracy later in the communicative activities. The implementation of the pre-communicative activities focused on language such as grammar exercises, vocabulary enrichment and pronunciation check. These activities allowed the students to practice the language functions accurately and to practice the pronunciation. They also had the chance to learn grammar implicitly through making sentences, translating or correcting sentences.

e. Conducting Communicative Activities

In conducting communicative activities, the researcher set students to work individually, in pairs or groups, depending on the activities. During the cycle I, the researcher conducted activities, such as panel discussions, and "Give me Suggestions, Please" activities which were successful to improve their speaking skills. Through these activities they could get more opportunities to learn to use English for communication. They could practice with their partners and most of them were even confident to give their own opinion in front of the class.

Although the teaching and learning processes seemed to be improved, the way of the teaching still only focused on the targets to accomplish the tasks mentioned in the lesson plan. Therefore, the researcher tended to be focused on the activities. However, the personality of the students mattered so much, since

some students were very confident, some others were not. Some were very attentive and some were not. Their English ability was also various. Some students still felt that they could not keep up with their friends in, for example, giving opinions. The researcher should give more opportunities for these students and should not let other students dominate the class. The researcher sometimes explained the materials too fast and did not check whether all of the students understood the lesson. Another problem was that she did not control the class very well especially when they were grouped, so that some students were noisy and they talked about other issues which were not relevant to the lesson.

f. Giving Feedback for Students' Speaking Skills

During cycle I, the students used English to interact in the classroom. The tasks were designed to give them ample opportunities to practice their English and to use it for communication. However, when the students found it difficult to convey their meaning, the teacher usually asked them to simplify their sentences and guided them by providing simple translation to deliver what they meant. When they made pronunciation mistakes, the teacher corrected the students. When they made mistakes on their accuracy, for example, when they did not use the correct grammar or tense, the teacher usually pressed a bell. The students became aware that they made mistakes and they needed to correct themselves. If the students could not correct their mistakes, the teacher asked the other students to correct them. They realized that they needed not only to talk in English by using English vocabularies, but also to be able to arrange them into a correct sentence by paying attention to the accuracy and pronunciation. This was effective in

improving their speaking skills without making them unconfident since the teacher always created a warm and friendly atmosphere and she also treated everyone in the class fairly. They then tried not to make mistakes and practices what they had learnt.

g. Asking Students to Memorize Vocabularies and Giving Students Vocabulary and Pronunciation Check

Giving them vocabulary enrichment and pronunciation drilling in every meeting in cycle I was very effective in helping students' improve their speaking skills, especially fluency and pronunciation. The students could use their vocabulary list when they wanted to use English. This could help them deal with their lack of vocabulary mastery which became one of the problems hampering them to speak autonomously. The pronunciation check also helped them improve their pronunciation besides the feedback that the teacher always gave.

h. Using Media in teaching and Learning Processes

The use of media in cycle I was successful to stimulate students in learning English. The media could make the lesson more interesting and enjoyable and make the materials understandable. It could help students understand the use and function of the language in certain contexts and situations in their daily life. Besides, the media could not only provide gaps for communication but also could be as guidance for students in speaking English.

4. Revised Plan

Based on the reflections of cycle I, there are more plans which need to be revised. They are the classroom management, the language used, and also the way to motivate students to be more active.

The reflection could be summarized in this following table:

no	Action	Reflection
1.	Using Classroom English	The use of classroom English was successful in creating English exposure. The students were also encouraged to use English to interact. Most students used English during the learning processes although they still had difficulties in producing English. However, students were able to understand and respond to the teacher and their friends in English.
2.	Communicating the Objective of the Learning	By communicating the objectives of the learning, students understood the direction and aim of the students. Thus they became more interested in joining the class. They could also set some targets that they should achieve by the end of the class. This also helped students focus on the lesson more. They admitted that it helped them deal with their confusion about the functions of the target language.
3.	Designing the Lesson Plan	Designing the lesson plan before administering the learning processes had helped the teacher to conduct the class in a more systematical way. The lesson plan served as the reminder for the teacher as to deliver the important materials smoothly. It made the class more effective in terms of the sequence of activities, and time management.
4.	Conducting Pre-Communicative Activities	The activities could prepare the students to produce the correct language in the communicative activities. Students became more aware of the language elements. However, during these activities students still found some difficulties. The discussion helped the students comprehend their accuracy more.

5.	Conducting Communicative Activities	In this action, students could have ample opportunities to practice what they had learnt. Through certain contexts, the students could experience English in use. Although they still could not produce accurate language entirely, students were active and fluent enough. They also seemed to be interested in the class activities. They were engaged in the class activities.
6.	Giving Feedback for Students	Students could get feedback for their performance. Students became more aware of their accuracy and pronunciation. They admitted that this helped them improve their awareness. Students were confident enough. Thus this action did not hamper the communication to take place.
7.	Asking Students to Memorize Vocabularies and Giving Vocabularies and Pronunciation Check in Every Meeting	This action helped students deal with their lack of vocabulary problem. This helped the students enrich their vocabulary mastery. Relevant vocabularies were chosen to meet the needs of students. Thus they could use the vocabularies when speaking. The pronunciation check also helped them to pronounce the words correctly.
8.	Using Media in Teaching and Learning Processes	The media used in the learning processes, such as pictures and cards had improved students' interest. They seemed to be more interested and it was successful to anticipate students from getting bored.

Table 4.3. The Table of Reflection of the First Cycle

C. Reports of Cycle II

1. Planning

Before conducting the actions in cycle II, the researcher and the collaborators held a discussion to revise the plans for cycle II. The researcher and

the collaborators agreed to focus on solving the problems found in cycle I especially related to the classroom management, the type of activities and tasks that would motivate the students to be more active and to improve students' fluency and accuracy also to bridge the students' English proficiency difference. The researcher would implement the same activities and a new action to make students active in joining the class. The action plans of cycle II are as follows.

a. Using Classroom English in Teaching and Learning Processes

The researcher would keep using English during the teaching and learning processes to make students more familiar with English words and to create an atmosphere in which students would be required to use English as a means of communication. The researcher would use English expressions to greet and ask the students, interact with the students, give instructions, explain the materials, give feedback and end the lesson. This action was the same as in the cycle I. the difference would be that in the cycle II, the researcher attempted to minimize the Indonesian translation. The researcher would not translate the expressions that the students were already familiar with. The researcher would try to completely use English during the teaching and learning processes.

b. Communicating the Objectives of Lesson to the Students

Realizing the importance and the effect of communicating the objectives of the lesson to the students, the researcher decided to implement this action in cycle II. She planned to use pictures accompanied by some questions related to

the materials to personalize the questions and be the lead-in activities. The researcher would let the students know the objectives of the lesson so that the students knew the goals that they would have to accomplish and the materials that they were going to learn. This was done in hope that the students would be more motivated after knowing the purpose of their learning.

c. Designing the Lesson Plan

The researcher would design the lesson plan by discussing the suitable activities to be implemented in the cycle II with the collaborators. The lesson plan included the activities, time allocation and management that met the need of the students in order to improve their speaking skills and to minimize the problems found in the class. The lesson plan would be used as the teacher's guideline in conducting the teaching and learning process and also functioned as the teacher's reminder. The class was hoped to run smoothly and effectively. The materials and the sequences of activities were to be planned systematically in order to help students understand the material better and more easily.

d. Conducting Pre-Communicative Activities

As conducted in cycle I, the researcher would also give pre-communicative activities for the students that were focused on comprehension and language. In comprehension-focused activities, the researcher would give written dialogues as the input texts with the expressions of telling plans, ongoing activities and preference. The researcher would also give them listening activities which introduce them to the use of language functions. The language focused

activities would focus on improving students' accuracy, vocabulary enrichment and pronunciation practices. The classroom setting would be individuals, in pairs or groups, depending on the activities and the aim of each activity.

e. Conducting Communicative Activities

In communicative activities, the researcher would focus on the classroom management since the researcher still had low ability to control the class and to bridge the students' difference, because some students learned faster than the others. In conducting the group work activities, the researcher would divide the students by placing the fast learner students with other students who leaned slower. However, to anticipate that the fast learners would dominate the activities, the researcher would implement the strict rules and instruction so that the student could have the same opportunity to speak by giving them roles. All of students would have to share their opinion, and they needed to work cooperatively by sharing their knowledge and correcting their friends' mistakes.

During cycle II, communicative activities would be done through variety of informative gap activities such as "Sharing my plans activity", and "Sharing my preference activity". Below are the procedures for each activity.

'Sharing my plans' activity:

- 1) Ask the students to work in pairs
- 2) Give the students a sheet containing some questions
- 3) Ask the students to have an interview with their friend and ask the questions to their friends in turns

- 4) After they ask their friend, ask them to retell the information to the class

“Sharing my preference” activity:

- 1) Ask the students to work in groups of three
- 2) Give them a sheet containing some questions that they have to ask each other
- 3) After they share their preference, ask them to retell some of their friend’s information
- 4) Ask the students to make a big circle
- 5) Ask them to take one card in turns (each card contains a question of their preference)
- 6) Ask them to answer and give the reason
- 7) Other students can give questions or opinions.

f. Giving Feedback for Students’ Accuracy and Pronunciation

The result of cycle I showed that most of the students could speak fluently enough. However, they still could not produce accurate sentences. They also still had poor pronunciation especially in pronouncing difficult or unfamiliar words. The accuracy feedback would be given during the teaching and learning processes. The teacher will detect the students’ mistakes by pressing a bell indicating that they make mistakes and the teacher would ask them to correct their mistakes. If the student could not correct his/her mistake or if the student did not seem to think that they made mistakes, the teacher would ask the other students to correct the mistakes. The pronunciation feedback would be given by asking them

to correct the mispronounced words or by giving the correct pronunciation and ask them to repeat after the teacher.

g. Asking Students to Memorize Vocabularies Giving Students Vocabulary and Pronunciation Check

As conducted in cycle I, the researcher would give students vocabulary lists in cycle II. Since it was effective to help the students improve their fluency. The vocabulary practice and pronunciation drilling would be incorporated in the pre-communicative activities aiming at preparing the students to be ready in conducting the communicative activities.

h. Using Media in Teaching and Learning Processes

In cycle II, the researcher would use more varied media to make the lessons more enjoyable and understandable. There are some media that the researcher would use in cycle II. Those were pictures, cards, a ball, and powder.

i. Giving Rewards for the Student of the Day

The finding in cycle I showed that students were active in joining the class activities. However, several students were less motivated than the others. Most students were not really aware of their English, so that they often make mistakes, especially on their accuracy. The researcher wanted to make the students more

motivated and aware of the importance of producing accurate sentences. Therefore, in cycle II, the researcher would give rewards which aimed at motivating the students. It was also aimed at appreciating their efforts, achievement and participation in the class activities.

2. Actions and Observations

The actions of cycle II were conducted in three meetings on July 1st, 4th and 5th 2013. The materials of cycle II are the expressions on preference, talking about the future plans and ongoing activities. In implementing the actions, the researcher was accompanied by her collaborators who took notes in the back of the class to observe the teaching and learning processes and also took some photographs related to the teaching learning processes. The data were also collected through classroom observations and interviews. The results of cycle II were presented below.

a. Using Classroom English in Teaching and Learning Processes

The students' speaking skills had improved through the use of classroom English in every meeting in cycle II compared to cycle I. In general, the procedures of using classroom English were the same as in cycle I. However, the use of classroom English in cycle II was better than in the cycle I. The students became more responsive to the classroom English. There was a stronger atmosphere where the students became aware that they were demanded that they should speak in English and interact with the teacher, as well as with their friends in English. The improvement from one meeting to the next two meetings was stable. It could be seen that the students were not only familiar with the English

expressions, but they also attempted to constantly communicate in English, as when they asked questions to the teacher, when they asked for the permission to go to the rest room, and when they commented on each other. They understood the teacher's questions when the researcher had a little chit chat with them, or when she tried to personalize some questions before moving on to the next production activities. The students became more relaxed since they knew the researcher closer and they seemed to be more confident and comfortable. The translation was also reduced. However, if the researcher felt that the students did not seem to understand her explanation wholly, the researcher tended to simplify her utterances and gave them more examples. The students then always tried to communicate in English when the researcher, as the teacher, asked them some questions or invited them to give their opinion. They seemed to be encouraged to speak. The atmosphere was lively and there was a good rapport between the teacher and the students. The researcher was very friendly and created a warm atmosphere. She and the students often joked. They could respond better in English although they sometimes still mispronounced some words. When they did not know how to say something in English, they did not hesitate to ask the researcher. However, the researcher did not always directly translate what they wanted to say. She usually guided them to produce the utterance by themselves by simplifying the utterances and asking them to translate them by themselves. If they had some vocabulary problems, the teacher would ask the help of other students. However, when the students could not help, then the teacher would

translate the words for them and write them, on the whiteboard so that the students could note the words. It could be seen from the following vignette.

... The teacher the greeted Keyza, "How are you, Keyza?" "Great! What about you?" "I'm very well, thank you. What is your plan today? This is Friday." "Nothing." "How was your night?" "Just so-so" "Did you have a nice dream?" "No, a bad dream, I think (she laughed). I can't sleep because it's very hot." "So what did you do last night?" "Prayed and I read the vocabulary." "Good, so you learned last night."The teacher greeted Vi, "What about you? Did you stay up late last night?" "No." "What time did you sleep last night?" "I slept at 10 pm." "What time did you wake up?" "At 8." "What is your plan for today?" "I will sell soya drink." "How often do you make the drink?" "Twice a day, ehh dua hari sekali, tu apa? (The teacher helped her, "Once in two days.") "So where will you go?" "I don't know." After that, the teacher handed them a hand out containing a dialogue. The teacher asked them to act out the dialogue in pairs. After that, they identified together the expressions used to express their preference. The teacher then wrote on the whiteboard a question: 1) What kind of pet would you like to have?She asked Thenny to answer the question first. She answered, "Dog." The teacher asked her to answer the question in a full sentence. Thenny then answered, **"I would like to have a dog."** **"Why would you like to have a dog?"** **"Because I have it and it's smart."** **"How many dogs do you have?"** **"Just one."** **"When did you have it for the first time?"** **"When Christmas day, its name is speedy, because it can run very fast."** **"Do you have it in your boarding house or in Kupang, your hometown?"** **"In my hometown."** **"Do you miss it?"** **"Yes, If I have a call from my father, I always want to listen to my dog."**

(Vignette 9)

In explaining the materials, which were expressions of preference, sharing my future plans and talking about ongoing activities, the researcher mostly used English. She also used a lot of gestures and gave many examples. Most of the students responded the researcher's question loudly enough that the whole class could listen to them. It showed that they were confident when they talked in the class. Some of the students were even confident to voluntarily answer her questions, asked questions and commented on their friend's answer or opinion. They also used English when they asked questions, commented on their friends'

opinion and answered questions although they might not always use accurate English and they still used some Indonesian words to communicate. The students could use the English expressions related to the materials explained. It can be inferred through the following vignette.

..... The teacher checked the students' understanding by asking them to make a sentence using present continuous tense to explain things which were happening in the class. However, the students should not use the same vocabularies which had been used by their friends. **The teacher pointed Aida first, she answered, "I'm writing now." Hoei got the next turn, "We are sitting now." Gatno got his turn, "Everybody looking at me." (The teacher corrected his mistake and reviewed the material on the whiteboard again). Fani said, "I'm reading something on the whiteboard." Keyza answered, "Miss Intan is teaching our class now."** Thenny got the next turn; she read the question, "Something you'd like to do when you are single." She then answered, **"I would like to do what I want to do, just enjoy your life, make it simple."** Keyza asked a question, **"What if you are bored?"** Thenny answered, **"I will share with my family and I'll try to find someone."** Gatno asked a question, **"You are single right? Do you feel lonely?"** (The class laughed, Thenny answered, **"Yes, but only when I have problems."**

(Vignette 9)

Using English all the time in cycle II and using Indonesian translation only when necessary by doing code-switching in cycle I had seemed to improve the students' willingness to speak up. The students were confident and were not shy to speak in English. The confirmed that they liked to have English routines in the lessons because they could have more opportunities to speak up. It could be seen from the following interview transcript.

- R : What do you think about our English routines, the use of English in our classes?
- S4 : It's good, so we can study and we can speak in English. Yes, it's good, I think, to practice our English. Bener ga inggrisku, Miss? (was my English correct?)

(Interview transcript, July 8, 2013)

b. Communicating the Objectives of the Lessons to the Students

The researcher also communicated the objectives of the lesson in every meeting in cycle II since it made students know what they were going to learn so that they could be motivated and set up their own goals. As in cycle I, the researcher used some pictures and personalized some questions to lead them to the topic and to create interaction with the students to lead them to the topic. When the researcher directed the students to the objectives of the lesson through asking and answering questions, they could respond to her very well. All of them always responded to the researcher whenever they were invited, in fact some students answered the researcher's questions voluntarily. In the next meetings, they responded to her questions better. The number of students who voluntarily answered the questions increased. They became more and more responsive and confident to speak in English. They showed a great enthusiasm in responding to the researcher. It could be seen than even when a student was speaking, other students would add some more information or to comment on their friend, they were very interactive not only with the teacher but also among themselves. It could be seen from the following vignette.

The teacher changed the question, and said, "Thenny likes dogs and Dini likes cats. (She wrote the question on the white board) Which one would you prefer to have: A dog or a cat?" She then asked Keyza to express her preference. "I would prefer to have a dog, because it is smart, friendly and cute." "What is your favorite type of dog?" "Kampung dog (the teacher helped her, "You mean local dogs?"), yes local dogs." "Do you have a dog?" "Yes, two dogs" "What are their names?" "Choki and Chaki, Choki is 2 years and Chaki is 6 years." **The teacher asked the same question to Hoei, she answered, "I also would prefer to have a dog." "What kind of dog do you like?" "I like local dogs, Chocó, Golden Retriever, and Siberian Husky. I have a golden retriever, her name is Betsi. (the class**

laughed)” Vi added, “Yes, because it’s from the certificate. It is very active and naughty, so the name is bad for nakal and she for a female.”..... . She then delivered the objective of the lesson, “Today we are going to learn how to express our preference.

(Vignette 9)

The students realized that knowing the objectives of the lesson was very important and that it gave them a sense of direction. It also helped them understand the lesson, the function and the use. They confirmed that they needed to know the objectives of the lessons to get more understandings toward the lessons. In fact the use of classroom English was effective to motivate students to learn and to understand the materials. Further explanation could be reflected by the following transcript.

- R: kalau tujuan pembelajarannya nggak dikasih tau, kamu tahu nggak apa yang mau dipelajari? (‘If I do not state the objectives of the learning, do you know what we are going to learn?’)
- S8: Ya tinggal mengikuti aktivitasnya aja, tapi suka bingung intinya apa. (‘I just join the instructions to the class activities though I am confused about what we are going to learn.’)
- R : kalau tujuan pembelajarannya disampaikan terlebih dahulu, apakah bisa membantumu dalam memahami pelajaran? (‘If the objectives of the learning are delivered to you, does it help you understand the lesson?’)
- S10 : Iya, kita jadi tahu mau belajar apa. (Yes, we can know what we are going to learn.’)

(Interview transcript, July 1, 2013)

c. Designing Lesson Plans

As in the cycle I, in this cycle II, the researcher always designed the lesson plans before conducting the class. The class activities ran well and systematically during the cycle II as planned in the lesson plan. The researcher also consulted the collaborators in designing the lesson plans and determining the class activities which could be effective and could meet the students’ need. The sequences of

activities in the cycle II were better prepared and managed. The teacher did not forget to deliver important materials and the class could be better controlled, the tasks could be done more effectively and the time was allocated better.

The class teaching and learning processes could run very smoothly as planned. The activities were suitable for the students and they met the needs of the students to accomplish the objective of the lessons. Each activity was related to another activity and the sequences of activity made the learning more systematical and easy to follow.

d. Conducting Pre-Communicative Activities

As conducted in cycle I, the researcher divided the pre-communicative activities into comprehension-focused and language-focused activities. Compared to cycle I, their involvement in the comprehension-focused activities had improved. In this activity, most of the students were confident to volunteer themselves to answer the questions. They could answer the questions correctly. Most of them were enthusiastic. The students who were at first not very active were confident to answer the questions in complete sentences and they were confident to share their opinion. Overall, during cycle II, the students could use the language functions correctly. The researcher conducted some comprehension-focused activities to make students aware of the use of some expressions in daily life and to use the correct grammar in conveying what they meant using English.

The researcher divided the activities into two actions. They were giving vocabulary enrichment and pronunciation drilling and teaching grammar in

contexts. At first, the researcher gave the vocabulary exercises based on the vocabulary lists that the teacher gave the students previously and check the pronunciation of those vocabularies. The researcher gave intensive drilling on pronunciation of some words that the students might use in the communicative activities. They were enthusiastic and confident to pronounce those words. Later, when the researcher drilled the students with pronunciation practices, their accuracy in pronouncing words also improved. It could be seen that they did not make any mistakes in pronouncing some words and they could pronounce the sentences with the correct intonation. During the three meetings in cycle II, they were really excited in having the pronunciation practices and were not afraid to volunteer themselves in pronouncing words individually.

In this cycle, the researcher also taught grammar in context to the students to improve their accuracy in speaking as well as in constructing sentences. The researcher explained the grammar construction and gave them exercises. The exercises were done by giving them written exercises to fill the blanks with the correct form of verb, describing pictures, listening to recordings and by conducting a game. The researcher also took the students to study outside the classroom by observing the living room, parking lot and another class, and asking them to describe the activities ongoing there. The game was to translate a sentence from Indonesian into English spontaneously. Each student must translate a sentence in turns. They had a ball and they could give the turn to another student to translate a sentence given by the teacher by throwing the ball to another student. When their friend made mistakes, the student throwing the ball

previously must correct the mistakes. When the student could correct his friend's mistake, he could put a powder to his friend's cheek. The student having the least mark on their face would be the winner.

During the meetings in cycle II, the students' grammar accuracy was better than in cycle I. during the meeting in cycle II, the students could answer the exercises correctly. They became more aware of the grammar accuracy, both in their written exercises and also their oral tasks. They were also enthusiastic in joining the class activities since the researcher conducted the activities through games. They were very enthusiastic. They did not only sit and study behind their desk, but the researcher let them learn outside the class and use the language in a real life contexts. The researcher also checked their understanding by eliciting questions to the students randomly.

Overall, in cycle II, the researcher found that students were more active in joining the class activities in accomplishing individual, pair works, group works or even in volunteering themselves freely. It was very different from cycle I. In conducted comprehension activities, many students were not aware of the language accuracy and many still made mistakes, and they did not seem to understand the importance of the language accuracy. They were not as active as in the cycle II. It could be seen that in cycle II, more and more students were confident to share their opinion, to comment on others' opinion and to voluntarily answer the teacher's questions as well as to ask questions to the teacher. They also confirmed that they enjoyed the activities and the pronunciation practices. For more information, it could be seen on vignette 6, 7 and 8 on the appendix.

e. Conducting Communicative Activities

The researcher conducted some communicative activities through variety of information gap activities, such as “What are you doing?” activity, “Sharing my Future Plan” activity and “Sharing my Preference” activity. To prepare the communicative activities, the researcher usually had some lead-in activities to prepare them for the communicative activities. Lead-in activities could be by showing them pictures, personalizing some questions, discussing their opinion, etc. the complete explanation of this activity could be seen on vignette 7 and 8 on the appendix. Next, communicative activities were used to improve students’ speaking skills by encouraging students to speak in English through the provided gaps. After they got chance to communicate in pairs or in groups, the researcher asked them to retell the answers that they got from their friends. The researcher monitored the students while they were speaking in pairs to give them help and to minimize the noisiness of the class.

Communicative activities could stimulate the students to produce English using the language functions. The teacher gave them feedback while they were speaking and she usually helped the students to correct their mistakes. Compared to the cycle I, the students were more confident when they were speaking. They spoke loudly enough that the class could listen to them and they became more responsive, as to comment on their friends and to correct their friends’ mistakes. They became aware of that they should produce not only fluent sentence but also accurate sentences. They sometimes used eye contacts, gestures and movements to help them communicate what they meant. They could speak in English fluently

and accurately using the language functions being taught. In addition, they could also use English to speak freely and autonomously when they gave their opinion and had English free speaking activities, although they might not always speak correctly and they might not always know all the vocabularies that they wanted to use due to the length of their speech and the free topics about which they spoke when they gave their opinion or reasons. However, their pronunciation in using the language functions was better than in the cycle I. further information of the conducted communicative activities could be seen in vignette 6, 7 and 8 in the appendix.

Compared to cycle I, the students seemed to be more excited in joining the communicative activities in cycle II. Most of the students could use the language functions fluently and accurately. They were more responsive and they were confident to speak in English. Students' enthusiasm could be seen from the following interview script.

R : Gimana pelajaran hari ini? ('What do you think of today's lesson?')

S2 : Asik banget, Miss. ('It was really fun!')

R : Menurutmu aktivitas apa yang paling menarik ahri ini? ('What was the most interesting activity of the day?')

S5: Waktu yang disuruh ambil kartu dan sharing jawaban sama teman-teman. ('It's when we were asked to take cards and share our answers to our friends.')

R : Sekarang kalau harus ngomong pakai bahasa Inggris, pede nggak? ('Now, if you have to speak using English, are you confident?')

S6: Pede lah, Miss. ('Yes, of course.')

(Interview transcript July 8, 2013)

As mentioned before, the researcher conducted two communicative activities which were "Sharing my Future Plan activity" and "Sharing my Preference" activity. The researcher used cards and question sheets. Most of the

students could use the language functions properly. The “Sharing My Preference” activity was probably the easiest activity, because the students did not ask much to do this activity and they seemed to enjoy it very much. Based on the observation, the students were really motivated when they conducted “Sharing my Preference” activity. They were very interested in joining the activity.

The researcher did not find the same problems in the cycle II during the implementation of communicative activities as found in the cycle I. The problems were about to motivate students more to do individual tasks, to deal with different students’ ability and to control the class. The students seemed to be more active in accomplishing the individual task, group or pair works. The students considered the slow learners seemed to be motivated as well. It could be seen that the students were contributive to the group and pair works and they did the exercises well. From the first meeting to the last meeting, the students seemed to be enthusiastic and comfortable to use the language functions to communicate with each other.

f. Giving Feedback for Students’ Accuracy and Pronunciation

The researcher always gave feedback for students in every meeting of cycle II. The researcher gave feedback on students’ accuracy and pronunciation during the opening, main and closing activities. As usual, the feedback was given when students made errors or mistakes. During the three meetings in cycle II, the improvement of students’ pronunciation and accuracy was stable. They did not make many mistakes in pronunciation. As found in cycle I, the students seemed to find difficulties in pronouncing some words with double consonant or past verb

ended with –ed, such as, heard, watched, accept, and the words which had different pronunciation from Indonesian words, such as, respond, responsibility, laugh, sang, drank, etc. dealing with this problem, the researcher usually asked them to repeat pronouncing the difficult words again and again and gave them feedback if they made mistakes again. As for their accuracy, many of them made mistakes when they talked about single noun as the subject. They tended to miss the additional s/es in the end of the infinitive verb when they made simple present sentences using singular subjects. However, the frequency of the mistake occurrence decreased. When the students made mistakes in the accuracy, the researcher usually pressed a bell indicating that they made mistakes. They directly realized that they made mistakes and they tried to correct their mistakes. However, this was done not as a punishment or humiliation. They had known first the use of the feedback that was to improve their speaking skills and their language sensitivity. The atmosphere of the class was warm, and the researcher was being very friendly during the class, so that they seemed to be comfortable and confident in joining the class. Some students were very talkative that they also agreed that the teacher sometimes should stop them and correct their mistakes. By giving feedback, it could be seen that the students could improve their speaking skills by knowing their mistakes. In every meeting, the students seemed to be less anxious in giving their opinion, asking questions to the teacher and commenting on their friends. During the cycle II, their accuracy was improving from one meeting to another meeting. They could use the language functions accurately. It could be described as the following vignette.

..... Abe took his card and read the question, "Place you'd like to visit on your first date." Abe answered, **"Because I like movies, I would like to have a first date in the cinema. It is dark also."** The class laughed again..... Betzy took her card, she read her question, **"A place you'd like to visit to have a honeymoon."** She answered, **"I would like to have a honeymoon in Paris. Because I think it is very romantic."**

(Vignette 9)

g. Asking Students to Memorize Vocabularies and Giving Vocabulary and Pronunciation Check in Every Meeting

The researcher always gave a vocabulary exercises in every meeting of cycle II since it was effective to help them enrich their vocabulary and to improve their production, especially students' fluency. The students' responses to the vocabulary and pronunciation were positive. This was proven by their positive attitude toward the memorization of vocabularies. Most of them were ready to have vocabulary checks and they had memorized the vocabularies related to the topic of the day before they joined the class. They became more familiar with the words and they often used the vocabularies provided in the vocabulary lists given. It helped them improve their production and reduce the vocabulary constrain since the vocabularies were designed based on the topic of the day.

R : Bagaimana menurut kamu tentang Vocab dan pronunciation check di setiap pertemuan? ('What do you think about the vocabulary and pronunciation check which we usually have in every meeting?')

S9: Ya, menurut aku itu penting juga lah, supaya kita juga bisa tau vocab-vocab baru, terus kalo mau ngomong kan jadi terbantu. ('I think it is vey important. We can know new vocabularies and we can use those vocabularies when we speak.')

R : Apakah vocabulary dan pronunciation check dapat membantumu dalam berbicara bahasa Inggris? ('do you think the vocabulary and pronunciation check helps you while speaking in English?')

S6: Iya, jadi kita bisa ngomong pakai vocab-vocab yang ada dan kita juga bisa pronouncationnya. ('Yes, we can speak by using the new vocabularies and we can pronounce the vocabularies correctly.')

(Interview transcript, July 5, 2013)

h. Using media in Teaching and Learning Processes

In conducting the actions in cycle II, the researcher always used some media. Students seemed to be more motivated and interested in learning the lesson since the researcher used varied media and activities. The researcher used pictures, cards, recordings, powder and a ball in cycle II. During the three meetings in cycle II, the media could give positive effects to the students. Compared to cycle I, the students became more active in joining the class. They were fully engaged to the class activities through the use of media. They also became more attentive and they seemed to enjoy the class very much. The activities became more interesting and the students did not get bored with the class activities. It could be seen from the following interview transcript.

R : Media yang dipakai di pertemuan hari ini membantu kamu dalam belajar nggak? Apakah media membuat pelajaran lebih menarik? ('Did the media used in today's class help you learn English? Did the media make the class more interesting?')

S5: iya, menurut aku pelajarannya jadi menarik dan aktivitasnya banyak. ('Yes, I think the lesson became more interesting and the activities were varied.')

R : Menurut kamu, bagaimana penggunaan media recording di kelas tadi? Bermanfaat atau tidak? ('What do you think about the use of recording media in the classroom? Was it useful?')

S4: Ya sangat bermanfaat, kan bisa latihan untuk listening, terus juga bisa belajar biar pronunciation nya bisa kaya yang di kaset tadi. Pelajarannya juga jadi nggak mbosenin. ('I think it was very useful. We could practice our listening and we could also learn the pronunciation from the example in the recording. Moreover, the lesson became more interesting.')

(Interview transcript, July 8, 2013)

i. Giving Rewards for Active Students

During the implementation of cycle I, the researcher did not give rewards to the students. The researcher merely praised them when they did their tasks well or when they were active and contributive to the class activities. In the cycle II, the researcher told the students that she would give them rewards if they could show positive learning attitudes and if they showed good efforts to learn English. They became more enthusiastic in completing the tasks. They became more challenged and they competed with each other in a positive way with a positive learning atmosphere, for example, when the teacher had the vocabulary exercise and practice. Most students could answer the questions correctly with the correct spelling since they had memorized the vocabularies before the class. When I set students to work in groups, they worked hard to achieve their best. The number of students who voluntarily answered the teacher's questions also improved from one meeting to another in the cycle II. Their enthusiasm in getting the rewards could be seen from the following interview transcript.

- R :Apakah kamu merasa senang belajar bahasa Inggris kalau kamu bisa mendapatkan hadiah? ('if you can get rewards, do you feel happy to study English?')
- S3 : Iya dong, rasanya senang dan bangga, terus lebih asik aja. ('Yes, sure. I feel happy and proud if I can get the rewards. It also makes the learning more fun.')
- R :Apakah kamu jadi lebih termotivasi untuk mengikuti pelajaran kalau ada reward nya? ('Did you feel motivated to join the class activities since there were some rewards?')
- S7 :Iya, Miss, jadi kepingin jadi 'the student of the day'. (Yes, I became motivated to be 'The Student of the Day')

(Interview transcript, July 11, 2013)

3. Reflection

The researcher and the collaborators shared the final reflections after implementing the actions in cycle II. Everyone participating in this research had ample opportunities to share their ideas, opinions and feelings related to the implemented actions. The reflections were based on the classroom observations and also interviews. Based on the discussions with collaborators in a democratic and dialogic atmosphere, the reflections can be summarized in the following description.

a. Using Classroom English in Teaching and Learning Processes

The use of classroom English seemed to be significant to improve students' speaking skills. It could be seen that the students were familiar with English words and expressions. It was also useful in creating an atmosphere in which the students were demanded that they should speak and use English during the class. The researcher did not need to translate all of her explanation since the students already understood the explanation. However, the researcher, as the teacher, made use of synonyms, gestures, simple sentences and a lot of examples to make sure that the students could really understand the explanation. All of the students could respond to the teacher's question when she asked them questions, or when she interacted with them in English, such as when they had lead-in activities and personalized questions, or when they had little chit-chat to create good rapport in the greeting. Besides, they looked confident to use the language functions for communications.

b. Communicating the Objectives of the Lessons

The objectives of the lessons were always communicated in cycle II. After being told, the students realized the importance of the objectives of the lessons. It could also give them the sense of direction; it directed the students' minds to the topic and language functions they would learn. They then understood the use of the language and when to use it. They could set their own target to succeed in accomplishing the goal of the learning. By telling about what they were going to learn to the students, it successfully motivated the students to participate in the activities.

c. Designing the Lesson Plans

By designing the lessons plans before conducting the class, the teacher could have better preparation. This really helped the teacher conduct the teaching and learning process more smoothly and effectively. The lesson plan could also serve as the teacher's guidelines and reminders. She became more ready and prepared in directing the students. The explanation could be better delivered and the class activities could become more systematical. The time was better managed and the activities were better controlled. The teacher became ready and prepared before conducting the class.

d. Conducting Pre-Communicative Activities

Pre-communicative activities seemed to be effective in preparing the students to communicate. By having these activities, students got more opportunities to practice to manipulate sentences especially in terms of grammar

and pronunciation. Pre-communicative activities were effective to prepare the students' readiness to accomplish the communicative activities.

e. Conducting Communicative Activities

The communicative activities were also successful in improving students' opportunities to use English. The gaps provided were also successful in creating communications among the students. They managed to bridge the gaps when they practiced to communicate both in pairs and in groups. It could be seen that all of the students could have a dialogue with others using English. Communicative activities also made the class lively. The students could also express their ideas in English freely. It could be seen that the students gave their personal opinion. In addition, the students also interacted with the others by asking questions, clarifying what they meant and commenting on their friends' answers. The students looked confident in using English, they seemed to be comfortable and they enjoyed the class very much.

The problems of managing the class and dealing with the students' ability difference rarely occurred in cycle II. The students were able to cooperate very well during the group and pair works. They corrected each other and they helped each other very well. The teaching and learning processes as well as the class atmosphere were very conducive and effective that the students could involve in every single activity very well.

f. Giving Feedback for Students' Speaking Skills

Students' speaking skills could be improved by giving feedback. Giving feedback on students' accuracy and pronunciation could also increase students' confidence in using English to speak up since their accuracy and pronunciation mistakes could be minimized. The students could also detect the other students' mistakes and they could learn from their mistakes as well as from the others'. Moreover, the comfortable atmosphere that the researcher built also made them not afraid of making mistakes and asking questions to the teacher.

g. Asking Students to Memorize Vocabularies Giving Vocabulary and Pronunciation Check

The vocabulary and pronunciation check which the teacher gave in every meeting of cycle II was effective to help students enrich their vocabularies and improve their speaking productions. They often used the vocabularies which were checked before using correct pronunciation. They also became more confident and they spoke more fluently.

h. Using Media in Teaching and Learning Processes

The students were excited during the teaching and learning processes in the cycle II. The use of pictures and cards could direct the students toward the topic of the day. The students were also enthusiastic to listen to the recordings and the students' attention toward the lesson could be improved. Besides, the use of media could improve students' motivation to learn. This could be seen from the good participation of the students during the teaching and learning processes.

i. Giving Rewards for the Best Student of the Day

Giving rewards for active students was successful to motivate the students to learn as well as make students more active in joining the class activities. The students were very happy when the researcher gave them rewards after they finished certain tasks. They were motivated to be active in communicating with their friends using not only fluent English but also accurate English. They memorized the vocabularies before they were checked. They also participated actively not only in group or pair tasks but also individual tasks.

Based on the findings of cycle II, the researcher and the collaborators concluded that all actions had successfully improved students' speaking skills at Abe's Class, a pre-intermediate level class of English Made Easy. Since the objective of the research could be achieved, it was agreed to end the research in this cycle. Not to mention that in practice the teachers of English Made Easy became aware of the necessary changes that needed to be implemented in order to maintain good teaching methods to help students improve their speaking skills. The result of the improvements of students' speaking skills during cycle I and cycle II can be seen in the following table.

No	Actions	Cycle I	Cycle II
1.	Using Classroom English in Teaching and Learning Processes	The learning processes were not conducted completely in English. The use of classroom English was still limited. The researcher sometimes still translated her explanation into Indonesian when explaining the materials. When the researcher	The students improved their classroom English production. They were ready to follow the explanation deliver completely in English. They were already familiar with the instructions so that the teacher did not need to translate all of her

		<p>asked students some questions to lead the topic of the day, students were still reluctant to respond to her questions. They preferred to answer in Indonesian. The class atmosphere had not fully encouraged them to use English. However, they could respond to the teacher's question using English expressions. Their willingness to communicate increased from one meeting to another in cycle I. they managed to involve in communicative contexts.</p>	<p>explanation into Indonesian. The researcher also used gestures, movement, synonyms and a lot of examples to anticipate the vocabulary constrain. Almost all students could respond to the researcher's questions well. They could answers her questions not only in greetings but also when answering the questions related to the materials and expressing their idea in English. Although they might still have to deal with their lack of vocabulary mastery in expressing the ideas that they wanted to share, they showed high confidence and enthusiasm. Their vocabulary mastery also improved and their pronunciation improved. They were able to use the language function fluently and accurately.</p>
2.	Communicating the objectives of the Lessons to the Students	<p>The researcher always communicated what they were going to learn in every meeting in cycle I to the students through interaction. However, some students did not seem to be aware of the importance of the objective of the lessons. However, generally, it was successful to motivate the students to learn.</p>	<p>The objectives of the lesson were always communicated through interactions in every meeting in cycle II. The students could respond well when the researcher asked them the objectives of the lessons. It seemed that the students understood the topic and language functions that they were going to learn. Communicating the objectives of the lessons</p>

			had successfully motivated the students to participate in the activities.
3.	Designing Lesson Plans	The lesson plans in cycle I could help the teacher conduct the teaching and learning processes more effectively, smoothly and systematically. The class became better prepared. The students could understand the materials better and could accomplish their learning objectives more easily due to the well-prepared classroom activity design. The lesson plan could be the teacher's guidelines and reminders.	The lesson plans in cycle II could help the teacher conduct the teaching and learning processes more effectively, smoothly and systematically. The class became better prepared. The teacher could manage the time allocation better and more effective. The class activities and the tasks could be relevant to the students' needs and characteristics since it had been prepare and designed based on the considerations before the class was conducted. The students could understand the materials better and could accomplish their learning objectives more easily due to the well-prepared classroom activity design. The lesson plan could be the teacher's guidelines and reminders.
4.	Conducting Pre-Communicative Activities	Commonly, the implementation of pre-communicative activities could allow students to comprehend the expressions and language function in real life situation. It could also allow students to have vocabulary enrichment and pronunciation drill. Most students were attentive	Pre-communicative activities seemed to be effective in preparing students to communicate. By having these activities, students got more opportunities to manipulate sentences especially in terms of grammar and pronunciation. It could be seen that all of the students increased their

		and enthusiastic in having pronunciation practice or grammar exercises. However, the still hesitated to volunteer themselves individually.	participation in having pre-communicative activities. They did not hesitate to volunteer themselves in discussing the tasks in groups, in pairs, or even individually.
5.	Conducting Communicative Activities	<p>a. Communicative activities were successful to improve their speaking skills. The students were bale to share their opinion and idea individually. They could get more opportunities to learn to use English for communication. However, some students were still not really active in expressing their opinion. They only made simple sentences in giving their opinion and expressing their agreement/disagreement.</p> <p>b. The students were able to use the language functions. They worked in groups. However, some students learned faster than the others that they might dominate the group. However, the researcher monitored the groups to minimize this possibility and to</p>	<p>a. Communicative activities were also successful to improve students' opportunities to use English. The activities were also useful in bridging the information gaps among the students when they practiced to communicate both in pairs or groups. It could be seen that most of the students could have a dialogue with others using some expressions fluently and accurately. Communicative activities also made the class lively. It could be seen that the students looked confident and comfortable when they spoke in English and they did not get bored in joining the class activities.</p> <p>b. The problems of bridging the students' different personality and English ability could be overcome well. The researcher put the students in groups and had them do cooperative learning. The students helped</p>

		<p>make sure that they students could have the same opportunities to practice their English. The researcher seemed to have problems with controlling the class despite the monitoring that she did. In the next cycle, these cases needed to be improved.</p>	<p>each other to correct their friends' mistakes or to help them communicate what they meant. The researcher could give better guidance and control. The teaching and learning processes were conducive and effective so that the students could be involved in every single activity well.</p>
6.	Giving Feedback for Students' Speaking	<p>Giving feedback for students' speaking was effective to improve students' accuracy and pronunciation. However, they still often made some common mistakes. The students cooperated to help their friends and to correct their friends' mistakes while they were speaking. This was done so that the feedback did not make them feel humiliated. Instead, the atmosphere of the class was lively and the students became more confident and they tried not to make the same mistakes that they previously did.</p>	<p>The students could improve the participation in joining the class. They looked more confident and comfortable to use English. Moreover, they became aware that their goal was not only to speak in English fluently, but also to speak in English accurately. They made fewer mistakes during the cycle II. They still cooperatively worked to help each other and gave feedback to each other based on the knowledge that they had learnt.</p>
7.	Asking Students to Memorize Vocabularies and Giving Vocabulary and Pronunciation Check in Every Meeting	<p>The vocabulary and pronunciation checks were effective in helping the students improve their vocabulary mastery and improve their speaking production. It helped them speak more fluently and reduce</p>	<p>The students' vocabulary became richer. They could use and explore more. They could speak more fluently and their pronunciation was better than before. They were able to produce more utterances using</p>

		problems related to the vocabulary constrain.	vocabularies that they had learnt before.
8.	Using Media in Teaching and Learning Processes	The use of media in cycle I was effective to stimulate students in learning English. The media could make the lessons more enjoyable and understandable. Besides, the media not only provided gaps for communication but also could be as guidance for students in speaking English.	The more varied media made the students more excited and enthusiastic in joining the activities during the cycle II. It also made the students more attentive. Besides, the use of media could make the students more motivated in learning English. It could be seen from the good participation of the students during the class.
9.	Giving Rewards for the Best Student of the Day	-	Giving rewards for the best students of the day successfully motivate the students to participate in every single activity well. They showed positive learning attitudes and bigger efforts to learn English. They became more active and they attempted to perform better. The students became more active in doing group, pair and individual tasks.

Table 4.4. The Table of Reflection of Cycle I and Cycle II

There were some changes as the results of this study. The changes were the changes in the researcher, the students, the teaching and learning processes, and the collaborators. The details are presented below.

1. The Changes in the Researcher

After conducting this research, the researcher's professionalism as a student-teacher improved. The researcher got better understanding about the nature of teaching and learning processes. The researcher experienced to teach students with different characteristics. There were some students who learnt very fast and some who learnt more slowly. Thus, it was important to consider individual differences in teaching and learning processes. After conducting the pre-communicative and communicative activities, the researcher got more knowledge on how to prepare the students to do the tasks, how to make them understand how to expose them to speak up, how to handle the students during the activities and how to give appropriate feedback. I became more aware that the students needed lot of encouragement, motivation and exposures as well as a good atmosphere to make them involved in class activities and be able to use the language fluently and accurately. It also made the researcher realized that the class could be successful when there was a good preparation. Thus, it is very important to be creative in designing the class activities which could create a good experience of leaning English. After experiencing the process of designing the appropriate materials for the students, the researcher became more aware that she needed to conduct various activities which could make the learning enjoyable for the students. The researcher became more reflective since she must reflect to herself to change the students to be better.

2. The Changes in the Students

Being taught using communicative approach, the students became more responsive in joining the teaching and learning processes. They improved not only the quantity in producing the language but also the quality in speaking in English. They could use the language more fluently and accurately. Having a lot of speaking practices supported by media, they were enthusiastic in joining the teaching and learning processes and encouraged to produce the language. The students became more confident in expressing themselves using English. They could actively volunteer themselves to accomplish every activity in the class. They were active in discussing the tasks, giving feedback to each other and constructing grammatical expressions in different language functions and contexts. They were also more aware of the words' pronunciation so that they made fewer mistakes in accuracy and pronunciation after having a lot of grammar exercises, vocabulary enrichment and pronunciation drilling and a lot of speaking practices.

3. The Changes in the English Teaching and Learning Processes

The English teaching and learning processes tended to be student-centered. The students got more opportunities to speak up. They got chances to ask questions, express ideas and feelings, and get feedback. Besides, the class was better designed and prepared so that the activities could run more smoothly and effectively. Besides, the class activities became more interesting and enjoyable

since various activities were conducted and supported by various materials and media. The teaching and learning activities were not monotonous.

4. The Changes to the Collaborators

Being involved in this research study, the English teachers of English Made Easy got lots of experiences of how to teach English, especially teaching speaking. They got more knowledge in using the classroom English during the teaching and learning processes, conducting various activities, using media to support students' learning and managing the class. They got better understanding of how to design appropriate and interesting materials, media and activities. They became more aware that conducting communicative activities for speaking practices was important to do to improve students' speaking skills.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents three sections that are conclusions, implications and suggestions. Those three sections are presented below.

A. Conclusions

The research findings and discussions presented in chapter IV showed that the students' speaking skills improved through communicative activities. In line with this, the findings presented in chapter IV had also led the researcher to the following conclusions.

1. The teaching and learning process was found effective when it was well-designed since the very beginning. At the beginning, the objectives of the lessons through asking and answering activities accompanied by media stimulated the students to learn. The sequences of activities must be well-prepared and well-designed to ensure that the teaching and learning processes could run smoothly, systematically and effective. By having effective learning processes, the students could find the class easy to follow and they could accomplish the learning objectives more easily and it could also help them to understand the lessons as well as the directions and goals of the lessons. Effective and interesting class activities could also increase the students' attention toward the lessons. To be able to conduct the communicative activities, the students needed to understand the linguistic forms. It was reached through pre-communicative activities in the forms of language-focused

and comprehension-focused activities. These activities included the vocabulary enrichment and the pronunciation drilling. The vocabulary exercises could help the students enrich their vocabularies which were relevant to the topic of the following communicative activities that they would have. The drilling was also important as reinforcement when the students wanted to speak in English. Grammar explanation was given by using certain context and the written exercises focusing on their accuracy and their ability to construct sentences were also given after. By understanding the linguistic forms, the students understood the procedures of communicative activities in the forms of various information gap activities and games through repeated explanation accompanied by media, examples and pictures. Modeling real situations was also done in conducting the communicative activities because it was effective to help the students in accomplishing the tasks. Therefore, they were ready to have communicative activities.

2. Classroom English accompanied by gestures, movement and body language was effective to make the students understand the English words and expressions as well as to help them understand the content of the explanation. Explanation was delivered using simple sentences and by giving a lot of examples to the students, so that the students could understand not only the explanation but also the language use of the expressions in certain contexts in their daily life. By using simple sentences in explaining the materials the research could not only anticipate the complexion of the students'

understanding process which might arise but also encourage them to speak up and use the language expressions being taught.

3. Grouping students was done in various ways such as by considering the students' characteristics and personality or by asking them to change their groups every certain time so they could have the opportunity to talk with different students in turns. When they were grouped this way, they could have a good cooperative learning where the fast learners could help and encourage the slow learners to understand better and to improve their language production. They could also give feedback to each other and improve their accuracy while speaking. It also prevented the boredom among students when the researcher asked them to change their partner regularly. Moreover, the students were motivated to involve in the class activities when it was done in groups or pairs.
4. The students were happy and enthusiastic in joining the activities which were conducted individually, in groups, or in pairs when the researcher gave them rewards. The rewards which the researcher gave successfully motivated the students to learn.
5. Encouraging the students and making the learning processes at ease were effective to improve their involvement in the class activities. The students became confident and comfortable to produce English due to the supporting and warm atmosphere.
6. Giving feedback could help the students improve their speaking skills, especially their accuracy and pronunciation. However, this was done carefully

and the class atmosphere was very important to make students not feel humiliated. The atmosphere was encouraging and the students seemed to enjoy the speaking activities very much. The students became motivated not to make the common mistakes that they usually produced when speaking.

B. Implications

There are some implications in reference to the results of the implemented actions to improve the students' speaking skills. First, understanding the students is the basic requirement for the teachers to improve the students' speaking skills. Second, the teachers need to realize that they teach to serve the students so that there will be empathy between the teachers and the students. Therefore, it will create a good atmosphere that makes the students learn at ease. Third, it is better for the teachers to work collaboratively because the teachers can get criticism and suggestions to improve the teaching and learning processes better. Moreover, by working collaboratively they can see alternatives and share ideas to make those processes run more effectively.

C. Suggestions

Based on the conclusions and implications, some suggestions are offered for the English teachers and other researchers. The suggestions are as follow.

1. The researcher's Plan to Do Better

After conducting this action research, the researcher should have more practices to use classroom English since it can really motivate the students to learn. In addition to that, the researcher should be more creative in creating

activities and media to support the learning processes. The researcher should broaden her knowledge and apply that in conducting the learning processes. By having more knowledge, it is hoped that the researcher could do better.

2. Suggestion to the Collaborators

The collaborators should continue the successful actions which had been conducted. They should continue the efforts to improve the students' speaking skills. It is necessary for them to create various activities and use various media to support the leaning processes so that the learning processes can be enjoyable and students can find them motivated. The class should be prepared well before it is conducted. The collaborators should plan and design the class activities well so that the learning processes can be done more effectively and the teachers do not forget to deliver certain points or skip particular activities. They need to give balance proportion of pre-communicative activities and communicative activities so that the students could use the language for communication fluently and accurately. If the teachers want to make the students achieve the best in the teaching and learning processes, make sure that the students understand the tasks and materials and the objectives that they need to accomplish by the end of the lesson. Furthermore, it is also important to improve the use of classroom English, since it can also encourage the students to improve their language production. Moreover, the teachers can use various media to make the activities more enjoyable and interesting. They need to give more opportunities for the students to practice their English so that the students can be involved in every single activity. Furthermore, they also need to solve the problems that have not been solved yet.

The collaborators should recommend others to do the same to make the teaching and learning processes better.

3. Suggestion to the English Course

To support the teaching and learning processes, the school needs to allocate more funds to the development of the media and materials. The school needs to provide the students with adequate books since the students need a lot of exposures to master English.

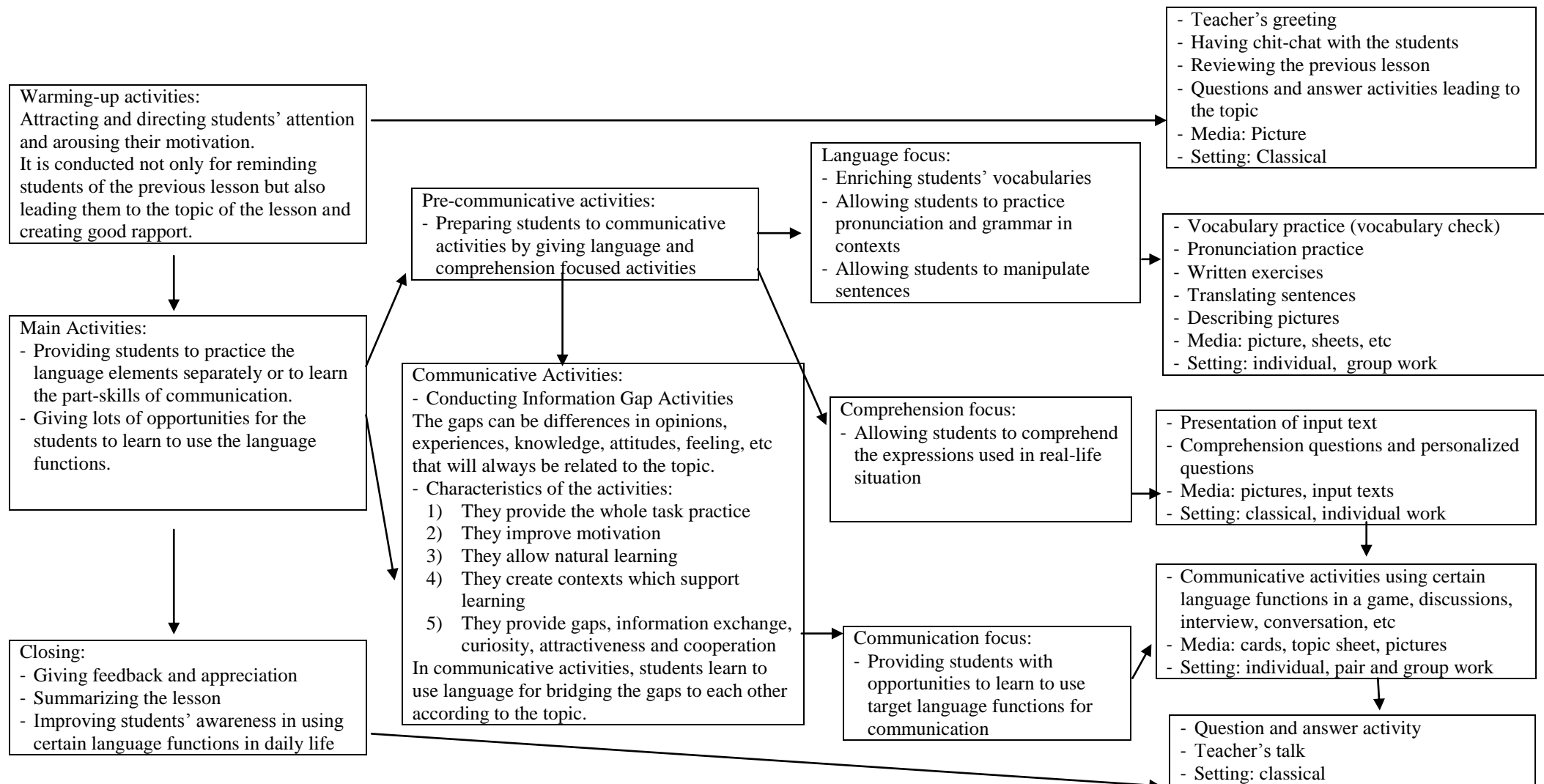
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APPENDICES

Improving Students' Speaking Skills through Communicative Activities at Pre-intermediate level of English Made Easy



PRE-INTERMEDIATE (PI) LEVEL			
MEETINGS	MATERIALS	NOTES	
1	POS 1	Grammar Explanation (Simple Present, Simple Past, and Modals)	+ Vocabulary Check
2	POS 2	Making Sentences from Vocabulary List + Written Practice	
3	POS 3	Speaking Practice	
4	Agree-disagree	Free Speaking Practice	
5	Giving Suggestions	Speaking Practice	
6	Present Continuous 1	-	
7	Present Continuous 2 (Future Use)	Speaking / Listening Practice	
8	Would Like & Would Prefer	Speaking Practice	

Notes: the meeting included here were the meetings in which the actions were implemented.

LESSON PLAN CYCLE 1

School	: English Made Easy
Subject	: English
Grade/ Level	: Pre-Intermediate
Skill	: Speaking
Language Functions	: Expressing agreement and disagreement, and giving suggestions.
Time allocation	: 5 x 80 minutes

A. Standard of Competence

Expressing meaning of formal and sustained transactional and interpersonal conversations in daily life contexts.

B. Basic competence

Expressing meaning of transactional conversations (to get things done) and formal and sustained interpersonal (to socialize) conversations accurately, fluently, and appropriately in daily life context with the use of language functions, such as giving opinions, expressing agreement and disagreement, and giving suggestions.

C. Indicators

1. Students are able to construct their own exchanging opinion expressions/utterances correctly.
2. Students are able to express their agreement or disagreement supported by their personal opinions fluently and accurately.
3. Students are able to explain the reasons of their personal opinions.
4. Students are able to respond to their friends' opinions.
5. Students are able to clarify meaning using comprehensible and appropriate utterances.
6. Students are able to give suggestions to solve provided problems.
7. Students are able to accept and reject their friends' opinions by giving the reasons.

D. Learning objectives

It is hoped that by the end of the lesson, students are able to consolidate their ability to express personal opinions, show agreement and disagreement, ask for clarification, and respond to the other students' opinions. Students are also hoped to be able to give suggestions to solve particular problems, accepting and rejecting other students' suggestions by giving personal opinions.

E. Learning materials (Tasks are attached)

1. Vocabularies related to the topic

2. Input text
3. Examples of expressions of agreement-disagreement and giving suggestions
 - I agree with the statement.....
 - I have the same opinion as.....
 - I think, it is true that.....
 - I am in the same opinion.....
 - I don't agree with.....
 - I disagree with.....
 - I have a different opinion.....
 - In my opinion.....
 - According to the statement.....
 - I cannot agree more.....
 - I don't think that.....
 - You should.....
 - You'd better.....
 - It's better (for you) to.....
 - I don't think it is a good solution.....
 - What should I do?
 - Give me some suggestions, please.
4. Grammar
 - Simple present Tense
 - Simple Past Tense (to tell one's experience, to relate one's opinion to one's opinion)

F. Teaching Method

Conceptual communicative EFL teaching and learning model

G. Learning Activities

1. Pre-Teaching

- a. Greeting
- b. Having chit-chat to gather students' attention
- c. Warming up by giving questions leading to the topic

2. Whilst-Teaching (materials are attached)

Pre-communicative Activities

a. Language Focus

1. Giving vocabulary and Pronunciation Check
2. Conducting Games (Translating sentences)
3. Giving jumbled-words exercise
4. Giving fill in the blanks exercise
5. Discussing the answers and referring to the grammar explanation

b. Comprehension Focus

1. Asking students to explain the situation or context of the model texts

2. Asking students to identify the intended expressions of agreement, disagreement and giving suggestions

Communicative Activities

c. Communicative Focus

1. Panel discussions (Asking students to present their agreement or disagreement related to some topics in pairs, one agrees and the other disagrees with the statement)

Students should present their opinion by giving reasons. They should explain their reasons and they may comment on their friend's opinion. Other students can give their opinion, ask questions, and comments as well.

2. Asking students to work in groups and give suggestions to each other based cards of situation.

'Give me suggestions, please'

Work in groups consisting of three. Ask them to take one card of situation in turns. Ask the other students to give their opinion related to the problem contained in the card. Ask them to comment on each other's suggestion by accepting or rejecting their suggestion or by agreeing or disagreeing with their friend's suggestion.

3. Post-Teaching

Closing: summarizing, reflecting, giving feedback and giving opportunity for students to ask questions.

H. Learning Sources

- Blundell, J., and Middlemiss, N. 1982. *Function in English*. Oxford: Oxford University Press.
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I. Equipments and Media

Equipment: laptop, LCD, whiteboard, etc

Media: pictures, cards of situation

J. Assessment

- Technique : Performance Assessment
- Scoring Rubric (Appendix)

Yogyakarta, June 16, 2013
Teacher,

Intan Nur Charina

PI-VOCABULARY 1 NAME: _____			
NO.	VOCABULARY	WORD CLASS	MEANING
1		N	Cuti
2	Opinion	N	
3	Cloudy x Sunny	Adj	
4		V	Menguasai
5		V	Berarti / bermaksud
6		N	Gairah
7		Adv	Agak
8	Close (to)	Adj	
9	Boring	Adj	
10		Adv	Terutama / khususnya
11		N	Ibukota; Modal
12		N	Kesan
		V	Membuat terkesan
13	Announcement	N	
	Announce	V	
14		Adj	Menyakitkan
15		N	Waktu luang

PI-VOCABULARY 2 NAME: _____			
NO.	VOCABULARY	WORD CLASS	MEANING
1		V	Menyinggung
2		N	Perbedaan
3	Disapprove (of) x Approve (of)	V	
4		N	Prioritas
		V	Memprioritaskan
5		-	Seharusnya
6		-	Boleh
7		Adv	Sebaliknya
8		V	Berunding
9	Force	V	
10	Waste	V	
11	Aware	Adj	
12	Develop	V	
13		V	Lebih memilih
14	Adapt (to)	V	
15	Response	N	
	Respond (to)	V	

PI-VOCABULARY 3		NAME: _____	
NO.	VOCABULARY	WORD CLASS	MEANING
1		V	Memenuhi
2	Strict	Adj	
3		-	Kecuali
4		V	Menggoda/mengejek
5		V	Mencari
6	Correct	Adj	
		V	
	Correction	N	
7		V	Meningkat(kan) x Menurun(kan)
8	Immediately	Adv	
9	Representative	N	
	Represent	V	
10		N	Perlindungan
		V	Melindungi
11		V	Mendapatkan penghasilan
12		V	Menjaga / merawat
13		V	Terlihat
14	Sincerely	Adv	
	Sincere	Adj	
	Sincerity	N	
15		N	Orang asing / bule
		Adj	Asing

PI-VOCABULARY 4		NAME: _____	
NO.	VOCABULARY	WORD CLASS	MEANING
1		V	Merekomendasikan
2	Suggestion	N	
	Suggest	V	
3		N	Jam malam
4		Adj	Jelas
		Adv	Dengan jelas
5	Troublesome	Adj	
6	Divorce	V	
		N	
7		V	Berlangsung
8		N	Beban
9	Inheritance	N	
	Inherit	V	
10		Adj	Aneh
		N	Orang Asing
11		V	Mengaborsi
		N	Aborsi
12		V	Menangani
13	Jealousy	N	
14		N	Solusi
		V	Memecahkan masalah
15		N	Judul; Gelar

Re-arrange the words into good sentences

1. assignment I tomorrow submit my must.
2. not She because did party busy was attend the she very last night.
3. a not can outing Mario join will he because have job class interview.
4. her Mery black everyday drives car.
5. diligent are students The very smart and.
6. do They new not understand use to how the gadget.
7. because study EME it We English at is fun.
8. pass You be want to absent if you the final should't exam.
9. have beautiful I a dog. is Its Mimi name.
10. think Do that the you us are best you among?
11. because is My housewife work mom doesn't she a.
12. do healthy is meat not eat it We not because.



Everybody can ____ speak English well if s/he ____ knows the secret!

1. It ____ sunny today. It ____ cloudy yesterday. I guess it will ____ sunny tomorrow.
2. My classes now ____ not boring. My previous classes ____ not boring. So, my next classes should not ____ boring.
3. ____ you close to the actor? ____ he close to you when you were in the same high school? Can I ____ close to him?
4. I ____ master English. My brother ____ masters French. My late grandpa ____ mastered German. So, my future wife must ____ master a foreign language too.
5. Your behavior ____ not offend anybody. You ____ not offend anybody last night. We should not ____ offend anybody in life.
6. Can he ____ fulfill your needs well? Can he ____ responsible?
7. They will not ____ tease you if you ____ not tease them.
8. She ____ sincere when she ____ helped me yesterday.
9. ____ the university announce the final test result by email every semester? ____ the university announce the test result last semester? Will the university ____ announce it by email again this semester?
10. My grandchildren usually ____ take care of me when I ____ sick. Last year they ____ took care of me when I ____ in hospital. But two of them could not ____ take care of me at that time because they ____ not in Jakarta.
11. This company can ____ develop well because of luck. It ____ not depend on the effort only.
12. ____ the legs painful if you ____ move them?
13. Their father always ____ disapproves of their decisions.
14. My seniors never ____ forced me to do something harmful when I was still a new student in my campus.
15. His answers ____ often correct although he never ____ pays attention to the lesson.
16. Elmont ____ not aware when his lecturer called his name because he ____ fell asleep.
17. Teachers should ____ strict because if they ____ not strict, students will not ____ afraid of them.
18. Will the parents ____ look for them if they ____ go without permission? ____ the parents look for them when they ____ absent from school this morning?
19. Robin ____ not protect me anymore because he ____ has a new girlfriend.
20. I must ____ increase my income, so I can ____ independent.



Agree-Disagree (Text Model)

Many people are now doing plastic surgery. Some people agree and some people disagree. What do you think?

Look at this picture. These pictures show Angelina Jolie before and after plastic surgery.



I think it is okay to do plastic surgery. People want to look beautiful. For some people, especially celebrities, it is very important to look good, because their job requires them to look good. People love to see beautiful faces. Some people can get better opportunities when they look good. Now, the advanced technology has lowered the risk of doing plastic surgery. Therefore it is relatively safe to have plastic surgery. Everyday we use cosmetics, such as whitening lotion, lipstick, etc to beautify ourselves

anyway. So, there's nothing wrong about doing plastic surgery. In case of people who have accidents, plastic surgery can help them to be more confident. So I really that people can have plastic surgery. Some people are not confident and they feel really not comfortable with their appearance. Plastic surgery can be a good way out to help these people. Nobody wants to feel ugly, right? So I agree with plastic surgery.

I have a different opinion from the opinion above. I think inner beauty is more important than outer look, or outer beauty. Besides, beauty is in the eyes of the beholder. What is beautiful for some people might not be beautiful for some other people. We should be grateful and accept the way we are. What makes you beautiful is not only your look. People should love themselves. It is not good when people are obsessed about looking good. It will not make them love themselves the way they are. Physical beauty fades, but our inner beauty will not fade. I think everybody is beautiful the way they are. It is not good if people have the mindset that outer beauty is more important than inner beauty. Natural beauty is much more beautiful than the artificial one.

Which one do you agree with? The first or the second opinion?

Share your reasons!

What do you think about celebrities who had plastic surgery?

AGREE OR DISAGREE?

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AGREE?

1. Children don't need smartphones.

DISAGREE?



2. Internet gives more bad effects.

3. We shouldn't have a boy/girlfriend when we study.

4. We should meet our boy/girlfriend often to know him/her well before we get married.

5. Money makes us happy.

6. We cannot live without lies.

7. Love is blind.

8. A wife should stay at home and take care of the children.

9. We should not work when we still study.



Vivian and Elaine are friends. They are classmates at EME. They meet at EME before their class begins.

Vivian : Hi, Elaine, how are you? How was your weekend?

Elaine : Hi, Vivian. Well, I'm fine. My weekend was just so-so. I stayed at home and watched some movies. How was yours?

Vivian : I had a good time with my family. Last Saturday I went back to my hometown and gathered with my family. Hey... why do you look so sad?

Elaine : No, I'm just not in the mood now.

Vivian : What's wrong? You can share with me.

Elaine : You know Randy?

Vivian : The guy from the advanced-level class?

Elaine : Yes.

Vivian : What is it about him?

Elaine : He is my senior in my campus and he is my ex-boyfriend. We just broke up last month. We are still very close, though. I expect that we can start over again and get back together, because he is still very sweet to me, and he still really cares about me. But, this morning I saw him in my campus. He was with another girl. They looked very close. They were joking and flirting with each other when I saw them. I am really disappointed and broken-hearted. What should I do?

Vivian : Did he see you?

Elaine : I don't know, maybe.

Vivian : I think you should talk about it with him. Maybe they are just friends. Besides, he still cares about you, right? It's better to tell him the truth that you still hope to get back with him again, and that you still care about him. You need to know how he feels about you. If he also still wants to be with you, then you should be more open and work things out

so that once you get back together again, you can have a better relationship than before.

(Mia comes and sits together with them. She is Elaine's good friend.)

Mia : Hi, what are you talking about? Elaine, what's wrong? Are you still sad about breaking up with Randy?



Elaine : Yes, Mia, in fact today I saw him with another girl at campus. Give me some suggestions, please. Vivian told me that we I should be honest to him about my feeling and that we really should talk about this.

Mia : Oh, Elaine... I know this must be hard for you, but I think it's better if you just let it go and move on. Remember why you broke up with him. It was because he cheated on you, right? Besides, he did that not only once. He always lied to you and I think he doesn't deserve you. This is hard, I really understand, but I think it's the best solution. He had the second chance and even the third chance

before, but he kept doing the same mistake over and over again. I think now you should open yourself to someone new. There are a lot of better guys out there who can treat you better than him. Cheer up!







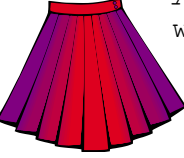





Elaine : well, I really don't know. It feels very hard, but I know that you're right. I should try to forget him.

Vivian : I didn't know that he cheated on you before. I agree with Mia, then. You should try to move on. Loyalty is very important in a relationship. I hope you will find someone better than him. I'm sure you will. Don't be sad, okay?

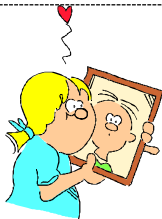
(The bell rings. Their class starts)

Elaine : Thank you so much, guys. The bell just rang. Let's come into the class

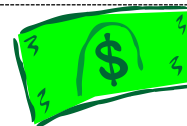
Give me solutions, please ...

 <p>I am bald. I am not very confident with this condition because girls don't seem to like men with bald head.</p>	<p>My sister is overweight. She eats a lot, but doesn't like doing any sports. If she moves her body, she will gasp for breath!</p> 
 <p>My friend talks too much, and it annoys and bores me. I can't stop him because I'm afraid of offending him.</p>	 <p>My neighbor's house is haunted! The ghosts often frighten her. Unluckily, she can't sell the house because no one wants it.</p>
<p>My cat eats a lot. He can't stop eating. I'm afraid he'll be overweight and die. Besides, I always spend Rp. 100.000/day only for his food. It costs me.</p> 	<p>I have curly hair and it frustrates me. I look very terrible because my hair is tousled. Everyday is a bad hair day for me!</p> 
 <p>My girlfriend loves wearing mini skirts. Honestly, I don't like it. I hate other men looking at her thighs!</p>	 <p>My girlfriend's parents have insisted me that I should marry their daughter soon. I'm not ready for a serious commitment.</p>
 <p>My friend believes that his voice is good. He plans to join a music contest, Indonesian Idol. I think it's not a good idea because his voice is terrible!</p>	<p>My friend is a kleptomaniac. I've caught him red-handed many times taking my friends' underwear. I want to help him before the other friends in the boarding house know.</p> 
 <p>I'm a big spender. I always spend a lot of money to buy things, even unnecessary things. I'll have a headache if I don't go shopping.</p>	 <p>I am afraid to sleep because I always get nightmares.</p>

I am in love with my friend's boyfriend, Randy. I think Randy knows it and starts to respond me.



My father transferred me some money a week ago, but now I have no money left. I spent the money for having fun. Tomorrow, I must pay my college tuition.



My husband snores when he sleeps. Because of that I am an insomniac now!



I saw my good friend cheating on his girlfriend. His girlfriend is also my good friend, too.



CC/PI/3

LESSON PLAN CYCLE 2

School	: English Made Easy
Subject	: English
Grade/ Level	: Pre-Intermediate
Skill	: Speaking
Language Functions	: Expressing ongoing activities/occurrences, future plans and preference.
Time allocation	: 3 x 80 minutes

A. Standard of Competence

Expressing meaning of formal and sustained transactional and interpersonal conversations in daily life contexts.

B. Basic competence

Expressing meaning of transactional conversations (to get things done) and formal and sustained interpersonal (to socialize) conversations accurately, fluently, and appropriately in daily life context with the use of language functions, such as expressing future plans, ongoing activities and preference.

C. Indicators

1. Students are able to construct their own expressions of telling ongoing activities/occurrences, future plans and preference.
2. Students are able to express the language functions of telling ongoing activities, future plans and preference fluently and accurately.
3. Students are able to explain the reasons of their plans and preference.
4. Students are able to respond to their friends' opinions related to preference and choice.
5. Students are able to use the expressions of telling ongoing activities, future plans and preference through group work activities.
6. Students are able to utter the expressions of telling ongoing occurrences, future plans and preference with correct pronunciation.

D. Learning objectives

It is hoped that by the end of the lesson, students are able to consolidate their ability to describe ongoing occurrences, express personal opinions related to plans, choices and preferences, and respond to the other students' opinions.

E. Learning materials (Tasks are attached)

1. Vocabularies related to the topic

2. Recordings
3. Pictures
4. Input text
5. Examples of expressions of telling ongoing occurrences, future plans and preference
 - What are you doing?
 - What is she going to do?
 - I will.....
 - I am going to.....
 - I would like to.....
 - I would prefer to.....
 - I want to.....
 - I'd love to.....
 - I prefer.....
 - Nowadays, people are.....
 - I choose to.....
 - People tend to.....
 - I would rather.....
 - I like..... Better/more than.....
6. Grammar

Simple Present Tense, Present Continuous Tense, Future Tense

e.g. I'd prefer to stay at home on weekends.

I'm going to cinema next weekend

People are using smart phones nowadays

I am having my lunch at the moment

F. Teaching Method

Conceptual communicative EFL teaching and learning model

G. Learning Activities

1. Pre-Teaching

- a. Greeting
- b. Having chit-chat to gather students' attention
- c. Warming up by showing pictures and giving questions leading to the topic

2. Whilst-Teaching (materials are attached)

Pre-communicative Activities

a. Language Focus

1. Giving vocabulary and Pronunciation Check
2. Conducting Games (Observing people in another class and the parking lot)
3. Describing pictures
4. Listening to recordings
5. Giving fill in the blanks exercise
6. Discussing the answers and referring to the grammar explanation

b. Comprehension Focus

1. Asking students to explain the situation or context of the model texts
2. Asking students to identify the intended expressions of telling ongoing occurrences, future plans and preference

Communicative Activities

c. Communicative Focus

1. Asking students to work in pairs and have an interview with their friends (each student have a question list). Each student should retell his/her friend's answer related to his/her plans, choice and preference and their current activities. Students will change their partner every ten minutes.
2. Group the students and ask them to share their preference based cards of situation.
'Sharing my preference activity'

3. Post-Teaching

Closing: summarizing, reflecting, giving feedback and giving opportunity for students to ask questions.

H. Learning Sources

- Blundell, J., and Middlemiss, N. 1982. *Function in English*. Oxford: Oxford University Press.
- Homby, A.S. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- *Listening for It*

I. Equipments and Media

Equipment: laptop, LCD, whiteboard, etc

Media: pictures, cards of situation, recordings

J. Assessment

- Technique : Performance Assessment
- Scoring Rubric (Appendix)

Yogyakarta, June 16, 2013
Teacher,

Intan Nur Charina
08202241007

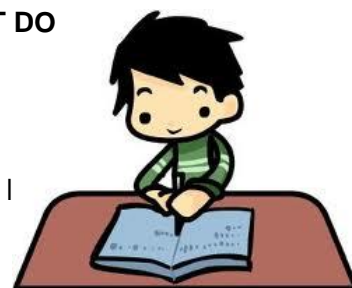
PI-VOCABULARY 5		NAME: _____	
NO.	VOCABULARY	WORD CLASS	MEANING
1	Common	Adj	
2		V	Melampiasikan; Melepas; Menerbitkan
3		V	Berpura-pura
4	Repent	V	
5		N	Penderitaan
		V	Menderita
6		V	Bersantai
7	Survive	V	
8	Entire	Adj	
9		N	Permintaan maaf
10		N	Pelamar
11		V	Mengganggu
12	Crowd	N	
13		Adj	Buruk / mengerikan
14	Awful x Awesome	Adj	
15		Adj	Tajam x Tumpul

PI-VOCABULARY 6		NAME: _____	
NO.	VOCABULARY	WORD CLASS	MEANING
1		V	Menghormati
		V	Menghargai
2	Rival	N	
3		Adv	Secara rahasia
4		Adj/Adv	Keras / Dengan keras
5	Fill	V	
6	Dependent	Adj	
7		N	Kepercayaan diri
		Adj	Percaya diri
8	Interesting	Adj	
	Interested (in)		
9		Adv	Dengan jujur
		N	Kejujuran
10		N	Kerugian x Keuntungan
11		N	Kondisi keuangan
12	Attend	V	
13	Enemy	N	
14		N	Kebahagiaan
15		N	Prinsip

PI-VOCABULARY 7 NAME: _____			
NO.	VOCABULARY	WORD CLASS	MEANING
1	Present	N	
		V	
2	Persuade	V	
3		N	Kemarahan
4		Adj	Rumit
5	Necessary	Adj	
6		N	Jenis / macam
7		N	Tanda
8		N	Takdir / Nasib
9		V	Mendekati
		N	Pendekatan
10		N	Orang yang diwawancara x Pewawancara
		N	Wawancara
		V	Mewawancarai
11	Suitable	Adj	
12		V	Meremehkan
13	Arrest	V	
14	Equipment	N	
15		V	Berjabat tangan
			Menggeleng

I DO MY HOMEWORK EVERY DAY, BUT YESTERDAY I DIDN'T DO IT.

SO, I AM DOING IT RIGHT NOW.

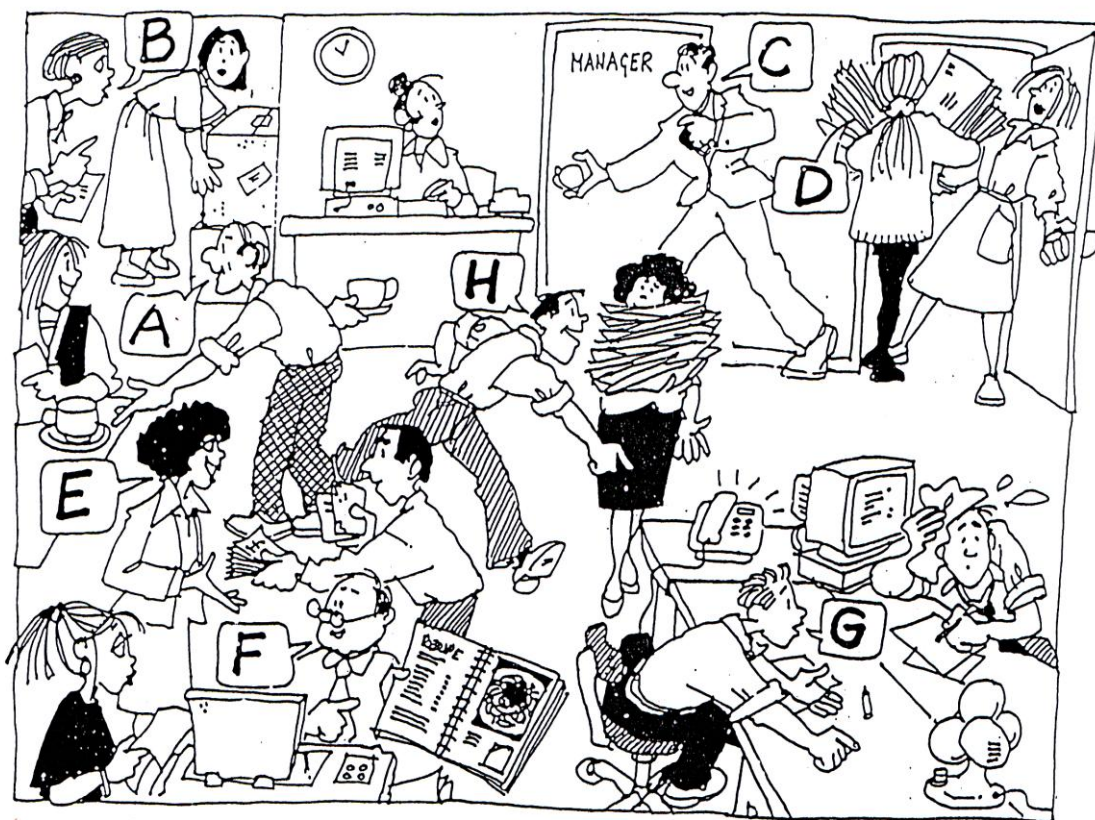


- Every day I _____ (eat) breakfast and lunch, but I _____ (not, eat) dinner.
- My girlfriend _____ (watch) horror movies every night. She _____ (not, be) afraid of ghosts.
- _____ (you, have) a girlfriend, Tom? Valencia _____ (not, have) a boyfriend.
- Betsy _____ (receive) a mysterious phone call last night. She _____ (not, sleep) well after that.
- This morning my brothers _____ (be) angry with me because I _____ (not, wake) them up on time.
- _____ (the teacher, agree) with our decision yesterday? _____ (be, he) okay with it?
- You must _____ (come and visit) your grandma. She is sick.
- Don't worry. Gina will _____ (solve) your problem. She will _____ (be) wise to decide the right thing for you.
- Sorry, I can _____ (not, tell) you the secret although you _____ (be) curious about it.
- Should Rachel _____ (respond) to the complaints? Or should she _____ (be) patient only?
- I _____ (paint) the chair right now. I _____ (not, repair) it.

12. The man always _____ (prepare) everything in his life well. He _____ (prepare) for his interview test in his room at the moment.
13. Willy's children usually _____ (sleep) in their room every night, but last night they _____ (not, sleep) in their room because their mom was just back from a business trip. And now they _____ (sleep) with their mom.
14. Last year I _____ (sing) this song in the competition. Now I _____ (practice) it again for the next competition.
15. _____ (your parents, handle) important business nowadays?

CC/PI/5

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get hurt make pay post speak switch on answer

1. [D] I _____ 'm posting these letters.
2. [H] Don't worry. I _____ 'll answer the telephone.
3. [] I _____ a coffee. Would you like one?
4. [] Thanks very much. I _____ you back tomorrow.
5. [] Don't lift that box. You _____ your back.
6. [] I _____ to the manager. Wish me luck!
7. [] I _____ spaghetti Bolognese tonight.
8. [] You look hot. I _____ the fan.

CC/PI/5/6

1. – What gifts do you usually give to your mother on her birthday?

_ What did you give to your mother on her last birthday?

_ What are you giving to your mother on her next birthday?

2. _ Where do you usually go on Valentine's Day?

_ Where did you go last Valentine's Day?

_ Where are you going next Valentine's Day?

3. _ What do you usually do on the weekends?

_ What did you do last weekend?

_ What are you doing next weekend?

4. _ What do you usually do on your leisure time?

_ What did you use to do on your leisure time when you were a child?

_ What are you doing on your leisure time next

5. _ What do you usually eat for dinner?

_ What did you eat last night for dinner?

_ What are you eating tonight?

6. _ Who usually accompanies you on your holiday?

_ Who accompanied you on your last holiday?

_ Who is accompanying you on your next semester holiday?

7. _ What do you usually bring to Outing Class as a gift?

_ What did you bring last outing class?

_ What are you bringing next outing class?



Sunday?



CC/PI/5

What are you doing this weekend?

1. You will hear people discussing plans for the weekend. Circle the letter of the phrase that describes their plans.

<p>1. Lisa</p> <p>a. meet a friend at the pool</p> <p>b. go out on a date</p> <p>c. go out with Cathy</p>	<p>4. Jeff</p> <p>a. study for exams</p> <p>b. meet Clint</p> <p>c. go to a movie</p>
<p>2.. Kim</p> <p>a. go to a movie</p> <p>b. go to a football game</p> <p>c. meet some friends</p>	<p>5. Jenny</p> <p>a. paint the kitchen with Tony</p> <p>b. paint Tony's kitchen</p> <p>c. clean up the kitchen</p>
<p>3. Kate</p> <p>a. meet friends at the airport</p> <p>b. go to a party</p> <p>c. go to Mary's house</p>	<p>6. Christy</p> <p>a. stay in town</p> <p>b. visit cousins</p> <p>c. visit friends</p>

CC/PI/5

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Listening for it

Unit 8

What are you doing this weekend?

2a. You will hear people making arrangements to do something over the telephone. Number the correct picture.



A. ☐ _____



B. ☐ _____



C. ☐ _____



D. ☐ _____

2b. Listen again and write under each picture what they will bring and where they will meet.

I WOULD LIKE TO DO SPORTS



1. a. What would you like to do on your first date?
b. Where would you prefer to go: an expensive restaurant or an affordable one?
2. a. What language would you like to learn?
b. Which one would you prefer to learn: Indonesian TRADITIONAL language or a FOREIGN language?
3. a. What food would you like to eat if you have much money?
b. Which one would you prefer to eat: INDONESIAN or WESTERN food?
4. a. Where would you like to go on a honeymoon?
b. Where would you prefer to go: INDONESIA or ABROAD?
5. a. What movie would you like to watch at the moment?
b. Which one would you prefer to watch with your partner: HORROR or COMEDY?
6. a. What kind of man/woman would you like to marry?
b. Which one would you prefer to marry: a YOUNGER or OLDER partner?
7. a. How many children would you like to have?
b. Which one would you prefer to have: a SON or DAUGHTER?
8. a. What would you like to do after you get married?
b. Which one would you prefer to be: a CAREER WOMAN or HOUSEWIFE?
9. a. What would you like to do after you finish your study?
b. Where would you prefer to work: INDONESIA or ABROAD?
10. a. What would you like to do after you retire?
b. Where would you prefer to live: your HOMETOWN or ANOTHER place?

CC/PI/7

A film you'd like to see again	A job you'd really like to do	Which type of partner would you prefer not to have: a materialistic girl or a gossip?
Someone you'd like to say sorry to	Someone you'd like to say thanks to	Your plan for your next birthday
Something you'd like to buy soon	Something you'd really like to buy if you have much money	Your plan for your partner's birthday
A city you'd like to live in when you're old	Something you'd like to do if your partner is not virgin anymore	Something you'd like to do if your partner is infertile
Someone famous you'd like to meet	A country you'd like to visit	Where would you prefer to go on a holiday: Indonesia or abroad?

An activity you'd really like to do in your spare time	A sport you'd like to do with your partner	Which gift would you prefer to have for your next birthday: money, a thing, or a prayer?
Food you'd like to eat when you go back to your hometown	Drink you'd like to have when you're very thirsty	Something you'd like to do when you're broken-hearted
Something you'd really like to do when you are in love	A pet you'd like to have	Something you'd like to do with your partner in a private room when it's raining heavily outside
Which one would you prefer: love or money?	What would you like to do when you want to poop but you can't find any toilets around?	What would you like to do if your partner wants to kiss you?

What would you like to do if you get caught kissing your partner by your mom?	Which one would you prefer: to watch a blue film alone or with someone?	A thing you'd like to do if you see your partner dating another girl/boy
What would you prefer to do if you don't like a gift: pretend to like it or tell the truth?	A place you'd like to visit on your first date	Your favorite activity on a date
Something you'd like to do with your partner after you haven't seen him/her for a long time	A marriage proposal you'd like to have	Someone you'd like to spend your holiday with
Which one would you prefer to learn: Indonesian traditional language or foreign language?	Which one would you prefer to eat: Indonesian or western food?	A place you'd like to go on a honeymoon

Which one would you prefer to watch on a date: a romantic drama, horror or action movie?	What kind of man/woman would you like to marry?	Which one would you prefer to marry: a younger or older partner?
Which one would you prefer: a career woman or a housewife?	Which one would you prefer: your friends or your partner?	Something you'd like to do if you don't have a partner yet in your 30/40s.
Which one would you prefer: a virgin but stupid partner or a smart but not virgin one?	What would you like to say if your partner asks you to have sex with him/her?	Something you'd like to do on the first night after your wedding reception
A thing you'd like to do when you're very angry with someone	Someone you'd like to be with when you're dying	A gift you'd like to get for your birthday

**An expensive
restaurant you'd
like to eat at**

**Which vehicle
would you prefer
for a date: a car,
motorbike, or
bicycle?**

**Something you'd
like to do if you
get rejected**

Vignette of Observation

The class was silent. The teacher opened the class. “Good morning, class, how are you today?”. Only some students responded to the teacher’s question, and said, “Fine.” “My name is Merry.”, the teacher said. “I want you to mention your name, so that we know each other more.” she then asked the students to mention their name one by one. “Okay, nice to see you all.”

The teacher then distributed a handout about greetings. She asked the students to practice the dialogue in pairs. The students read the dialogue and acted it out with their pairs. Some students still made some pronunciation mistakes. The teacher asked the students to change partners. She also asked the students to change the dialogue based on their personal information. However, some students did not know all of the vocabularies contained in the handout. Keyza, for example, asked the teacher, “Miss, what is rented house?” and Abe, “Kalo kos-kosan bahasa Inggrisnya apa, Miss? (What is ‘kos-kosan’ in English?)”. The teacher then answered their questions.

Some students still had difficulties in introducing themselves to other students. Some mistakes were found. The teacher did not give enough controlled practice, and the students were not ready to practice the language. The teacher asked the students to tell about their friends. She asked them to introduce their friends to her.

The students still asked many vocabulary questions to the teacher. Some were not really confident and they were reluctant to talk. Most students still made mistakes. Some common mistakes that they made were for example, Vi introduced Gatno to the teacher: “He is Gatno. He come from Jogja. His hobby is football and badminton. He live in boarding house.”

Abe introduced Hoei to the class. “She is Hoei. She from Jogja. She kalau uda lulus tu apa ya Miss? (ho do we say that someone finished her study?)”. The teacher answered, “graduated”. Abe continued, She graduated from AMPTA university. Her hobby is watching TV and singing.”

Betzy introduced Keyza to the class, “Her name is Keyza. She graduated from Petroleum Engineering UPN. She come from Bontang. Her hobby is watching movies. She lives in a boarding house.

The bell rang. Not all of the students got the opportunity to introduce their friends. The teacher closed the class. “Okay, time is up. Thank you for coming to the class. See you around and nice to meet you.”

Vignette 2

The teacher invited the students to come and join the class after the bell rang. Rori, Hoei, Vi, Thenny, Betzy, Aida, Abe, Dini and Putra came to the class. The teacher greeted the students one by one. She asked them to tell her about their friends. She wanted to create good rapport and check their speaking ability. She asked Hoei to tell her about Betzy. "Hoei, please tell me about Betzy. What do you know about her?" Hoei answered, "Her name is Betzy. Her study in Sanata Dharma." The teacher corrected her mistake, "We don't say her study in Sanata Dharma, we say, SHE studies at Sanata Dharma". She corrected the mistakes while writing on the white board and so the students would not make the same mistake. "Oh.. iya miss, iya miss, she studies at Sanatha Dharma", then Hoei continued, "her major is pharmacy and her batch is 2011. Lali aku dia dari mana, hehehe"

Gatno came to the class and the teacher greeted him. The teacher then asked question to Betzy. "Okay then, Betzy, where do you come from?" "I come from Jogja, Miss". "Okay then Betzy, now tell me what you know about Gatno." Betzy answered, "His name is Gatno, He is come from Solo." "he..?". "He comes from Solo." "He likes gardening and He is not study anymore." The teacher then corrected her mistake and write in the whiteboard, "He does not study anymore". "Oh.. iya miss"

The teacher then asked Gatno to tell her about Putra. "her name. he name. his name is Putra. He comes from Atambua. He is fresh graduated from high school". The teacher simply corrected the mistake by confirming. "Oh.. he is a fresh graduate?" "Yes.."

"Do you now study in Jogja, Putra?" "Yes, now I study at UPN and my major is pertambangan apa miss?" The teacher answered, "Oh.. you study mining engineering?" "yes.. itu miss".

The teacher then asked Thenny to tell her about Abe. "his name is Abe. He..... studies at eme. He graduated from Atmajaya. Ehmm.. that's all" and the teacher asked Abe to tell about Vi, "she is Vi. She study... study...." The teacher asked for a confirmation, "study.. or studies?". "ehmm... she studies at Atmajaya university, majoring in komunikasi, communication. She sells soya milk"

Then the teacher asked Vi to tell her about Hoei, "her name is Hoei, she graduated from STIPRAM. She is my cousin. Now she studies at eme." The teacher gave a praise "very well" "Okay, now Hoei again, tell me about Rori. "his name is Rori Pramanda. He comes from Balikpapan atau Pekanbaru ya? Ehmm.. Pekanbaru. He graduated from UPN. His major is geology." The teacher corrected, "is atau was?" "eh his major was geology. She works in Jakarta.

The teacher asked Rori, "Oh.. so now you work in Jakarta and study in Jogja?". "yes", he replied. "Okay, then Rori, tell me about Aida." "her name is Aida and she study at Atmajaya". The teacher asked him to see the whiteboard "oke.. kalo subjeknya she berarti gimana?" "oh iya, she studies at atmajaya university, her major is accounting"

"Okay then, now, Aida tell me about her" (pointing one student). "ehm... her name is dini. I'm forget, miss". The teacher said, "okay, we don't say I'M forget, we say I forgot". Then Dini, tell me about yourself". "my name is dini. I study at UGM, veterinary medicine and my batch is 2010"

Hoei and Thenny talked to each other while other while the other students were talking. The teacher gave asked them warmly, "apa Hoei?" "eh.. gak papa, itu kok tadi.." The teacher then said "ohh.. okay, nanti bias dilanjut diluar ya buk., biar tambah akrab.." After that the teacher changed the class management. She asked the students to seat beside other friends. "Oke.. sini Putra duduk sebelah Thenny, Hoei sebelah Abe and Dini gentian sama Vi ya.."

The teacher then delivered the objective of the lesson. "So now, we will learn how to make and to construct correct sentences, so if you want to speak using English later, you will not be confused. Later, you can express your ideas about many topics, you can express your agreement-

disagreement, or to give suggestion to solve a problem. You can talk about general information, your experience and even your plan and suggestions”

The teacher started to continue the lesson by discussing the feedback for the students which she wrote on the blackboard. She discussed the mistakes and develop the material to a further discussion. “Oke.. tadi I study at eme ya yang bener, bukan I am study at eme. Nah, masih inget nggak, kenapa I am study at eme salah?” some students answered, “study kan verb.” “Right! So if the sentence has a verb we cannot have a to-be there, that’s why “He is come from Solo” tadi juga salah ya, karena come juga verb. Tapi karena subject nya he, he don’t say he come from Solo, but he comes from Solo. So you say I study at eme, he studies at eme. But if the sentence doesn’t have a verb we need a to-be, verb bantuan ya.. so you cannot say “I a student”, but “I am a student”, karena student bukan verb.” “nah gimana kalian tau kalo study itu verb tapi student itu bukan verb?” the students answered, “ya kalau belajar kan kata kerja, kalau murid kan bukan kata kerja.” The teacher answered, “yes, good.. or kalian bias check pakai v-ing, pernah denger studying ga?” “pernaaahh...”, answered the students, “kalo studenting?” “ga ada miss....” “okay... tapi kalo tetep bingung ya kalian check the dictionary”

The teacher made code-switches when the students seemed confused, or when she thought that she needed to make important explanations that the students had to understand, but she always used English for the instruction. She asked the students to translate orally. “what is ‘aku tidur setiap malam’ in English?” “I sleep every night”, answered the students. “what about ‘dia tidur setiap malam’?”. “he sleeps every night”, answered the students. The teacher then guided them to change the sentences into their negative and interrogative form. “Now, please translate ‘aku ngantuk’?”, the students answered, “I am sleepy”, “kalau ‘dia ngantuk’?”, the students answered, “he is sleepy”. Then the teacher guided them again to change the sentences into their negative and interrogative form. The teacher gave more awareness of the accuracy and the construction of the sentences. She wrote the positive, negative and interrogative sentences on the whiteboard.

After that, she gave the students some minutes to take notes. She took a tennis ball and powder. She wanted the students to play games. The students were asked to stand up. The students looked enthusiastic. She wanted the students to translate Indonesian into English, she would give 3 seconds for the students to think before they translated the sentence spontaneously. If the could not answer or if their answered was wrong, they would get the powder on their face. However, the students would not put the powder on the students’ face, instead, the student who threw the ball to his/her friend who could not translate correctly would have the right to put the powder on to his/her face. “I will throw the ball to you and ask you to translate the sentence that I give into English, and after that, you can throw the ball to another student, but, if you don’t catch the ball, you will also get the powder on your face.” She inserted some humor, “okay, ladies and gentlemen, gak ada noda, gak belajar. Tapi kalau kebanyakan ya amat hina lah”. The students laughed. “Aduh aku deg-degan nih.. miss, how if I don’t know” asked Betzy. “you mean, you don’t know the vocabulary?”, “yes”, “that’s okay, I will tell you the vocabulary, you just have to construct the sentence accurately, jangan ada s yang hilang atau to-be yang hilang, atau malah kedobel-dobel ya... so think about whether the sentence has a verb”

After all of the students got their turn, and all of the students were able to correct themselves (some were punished but the teacher always asked them to correct their mistakes after getting the punishment), she continued the explanation of past tense. Using the explanation of the present tense which she wrote on the whiteboard, she asked the students to translate the same sentence and only changed the adverb of time into past. “he sleeps every night, what if I change ‘dia tidur tadi malam’?”, the students answered, “he slept every night.” “very good!, so if you want to talk about something in the past, or maybe about your experiences, you should change the verb into verb2 for all subjects,

without adding 's' again". She then guided the students again to change the sentences into the negative and interrogative form. She distributed the list of irregular verbs, so that the students could find the verb2 of irregular verbs and they would be ready for the next round game. The teacher conducted the same game for the round 2. In this game the students were asked to translate Indonesian sentences into English. The sentences were in the positive, negative and question forms. The sentences could be in the present or past tense. The students were more challenged.

After all of the students got their turn, and after they were punished when making mistakes, and were able to correct their mistake by the teacher's guidance, the teacher stopped the game. She continued her explanation. She then explained the future tense. She started the explanation by asking the students to translate the sentences that she wrote on the whiteboard by changing the time into future. "apa bahasa inggrisnya 'dia akan tidur?'" the students then answered, "he will sleep", some students answered, "he will sleeps". The teacher then explained the correct one. She said that when a sentence has 'will' and some other modal verbs, such as would, can, could, may, might, should and must, for all subjects, the students should not put 's' in the verb. She also guided the students to change the sentences into their negative and interrogative form. However, she avoided the use of grammatical terms such as modal verbs, infinitive, finite verb, auxiliary verbs, etc. She hoped that the explanation could be easily understood and more practical.

She continued the last round game. The game had a higher level of difficulty, because the students were asked to translate sentences which were in the form of positive, negative and interrogative form and could be in the present, past or future tense.

After all the students got their turn (there was one student who missed her turn, probably the teacher didn't realize that she didn't get her turn yet), the teacher stopped the game. She gave some feedbacks to the students. She gave the opportunity for students to ask questions. She emphasized the importance of those basic tenses. She also encouraged the students to practice more outside the class, and to join Daily Conversation to practice the material that they got. She asked them to be more careful and to pay attention more, especially to the tense, whenever they want to speak, so that they would be 'cool'. At the end of the class, the teacher distributed vocabulary lists. Students were asked to memorize some vocabularies, and in every meeting, there would be a vocabulary check. The vocabulary check was aimed at enriching students' vocabularies. On average, they would have to memorize 15-20 vocabularies listed on the vocab list 1-20. So the students had to memorize vocab 1 and 2 for the next meeting (each vocab list consisted of 20 vocabularies).

Vignette 2

The teacher greeted the students. “Halo students, how are you?” “Fine, thank you”. She then checked the attendance. She greeted students one by one by asking how they were, especially students who had just come to the class after some students were already in the class. She opened the class and delivered the objective of the learning. “Okay, today we’re going to continue the previous material that is to make correct sentences; present, past and future sentences, so that you later will be able to tell about your ideas using the correct sentences by paying attention to the time. I hope that you can express your opinions later by expressing your agreement, disagreement and giving suggestions.”

The teacher began to ask the students to memorize the vocabulary list 1. Although it was supposed to be their homework, she gave 3 minutes for the students to read and memorize the vocabularies again. The teacher gave the exercise to translate some English vocabularies into Indonesian or vice versa. The vocabularies included the lists of vocabularies that were given by the teacher in the previous meeting. The students filled the blanks on their vocabulary check sheet. Some students had some difficulties in pronouncing some vocabularies, for example, Vi asked the teacher, “Nomer 7 tu bacanya gimana ya?” (“how do we pronounce the word in number 7?”). The teacher then corrected how to pronounce the word. After the students finished doing the exercise, the teacher asked the students to exchange their work with the friend beside them. The teachers discussed the exercises one by one and asked the students to repeat after her. She gave the example of how the words should be pronounced correctly. If the students did not pronounce the words correctly, then she repeated giving the correct pronunciation and asked them to repeat pronouncing the words after her.

She gave another vocabulary check. She asked the students to do the vocabulary exercise 2. She gave 3 minutes for the students to read and memorize the vocabularies. A student, Rori, commented, “Wah... susah-susah nih vocabnya.” (“the vocabularies are difficult”). The teacher responded to him, “No, they are not difficult; they are ‘cool’, so now you can use and make ‘cool’ sentences. When someone hears you speak English, he will think you are cool, then you can know more vocabularies, not only I sleep, I eat, I watch TV.” The class laughed. Some students also had some difficulties in pronouncing the words, for example, Hoei asked, “Vice versa tu bacanya gimana, Miss?” (“How do you pronounce ‘vice versa’, Ma’am?”) The teacher then gave the correct example.

After the students finished doing the exercise, the teacher then asked them again to exchange their work with their friend’s. She checked the exercise and asked the students to correct the mistakes that their friend made and also to repeat after her. She discussed the vocabularies one by one, she also discussed their part of speech and gave some examples of sentences containing the vocabularies discussed.

The teacher reviewed the previous material and checked their comprehension. The teacher asked the students to translate some sentences, starting from a sentence which needed an auxiliary verbs in the present tense, “How to you say this in English? ‘Aku sibuk setiap hari’.” The students answered, “I’m busy everyday” then she checked their comprehension again, “I busy or I am busy?”. The students answered, “I am busy”. “Why?”, asked the teacher. “Because no verb”, answered the students. “Very good”, the teacher said.

She guided the students to change the sentence into its negative and interrogative form. She continued to discuss the present sentence which did not need an auxiliary verb and guided them to change the sentence into its negative and interrogative sentence. She continued with the past and future sentences using will and other modal verbs, and guided them to make the negative and interrogative sentences. She wrote them on the whiteboard.

She then distributed ‘Everybody can ____ speak English if she/he _____ knows the secret’ exercise and asked them to fill the blanks with is/am/are/was/were/-/do/does/did. Some students asked the teacher about some new vocabularies which they found from the exercise, for example, “Miss,

what is 'fulfill'?" and "What is 'my late grandpa'?" then the teacher answered their questions. There were 25 items of questions but she asked the teacher to do the exercise number 1-10 first.

After the students finished filling the blanks, the teacher discussed the exercise and asked them one by one to answer the questions. She also asked the students the reasons of their answers. However, some students still made mistakes, for example, when the teacher asked Dini to answer the question, Dini answered, "In the previous semester, my classes was boring, but now my classes is not boring". She then asked the other students to correct her mistakes, and discussed why her answer was wrong, she explained the plural and singular nouns. Some student also made pronunciation errors, such as when Putra pronounce the word 'offend', she then corrected the pronunciation and asked the students to repeat after her and asked them to differentiate the pronunciation of the word 'offend' and 'often'. By checking and discussing the answers, the teacher gave feedbacks for the students.

When the students made mistakes, then she linked their wrong answers back to the previous explanation which she wrote on the whiteboard before. When the students were noisy, she warned them and asked them to pay attention to her explanation and discussed the mistakes. Some other mistakes were, for example when Betzy answered, "She is sincere when she helped me yesterday" and when Gatno answered, "Your behavior do not offend me at all", and when Rori answered, "Can he fulfill your needs?, can he responsible?", etc.

The bell rang and the teacher closed the class by giving homework. Students were asked to finish the exercise and not to forget to bring the exercise on the next meeting to be discussed. She encouraged the students to practice their English more and to join Daily Conversation in which they could practice the materials which they learned in the class. She also gave a candy to Aida, because she managed to answer all the vocabulary exercises without making any mistakes.

Vignette 3

The teacher opened the class by greeting the students one by one asking how they were and checking the attendance list. The teacher asked Hoei, “what time did you hit the hay last night?” the teacher then explained that hit the hay meant go to bed. Hoei answered, “I hit the hay last night at 11 pm”, “What time did you wake up and what did you do today after you woke up?” “I wake up at- the teacher stopped her, and Hoei corrected herself, I woke up at 7 am, and I take a bath- I took a bath and go-went to EME”. The teacher then asked Thenny, “What about you? What time did you hit the hay last night?”, Thenny answered, “I hit the hay at then o’clock last night”. The teacher asked Fany, “What about you? What did you do yesterday and what time did you hit the hay?” Fani answered, “I went go to mall (The teacher corrected her mistake, Fany repeated her utterance and she continued), I study-studied and did my homework at half past twelve and I wake up-woke up at 7 am”. The teacher asked the same question to Aida, Aida answered, “I hit the hay last night at half past eleven, I woke up at 5am because I must pray.” The teacher asked, Didi you sleep again?”. Aida answered, “Yes and then I woke up at 7 and I took a bath and went to EME.” After that, Rory got his turn, he answered, “I hit the hay last night at 1 am because galau, what is galau, Miss?” The class laughed, the teacher answered, “galau is restless in English”. Rory continued, “My boss called me last night that I must went (The teacher stopped him, and he corrected his mistake) I must go to Jakarta on Wednesday. This is the first time someone ‘memerintah’, what is memerintah, Miss?” The teacher answered, “order”. Rory continued, “Someone orders me, the last time I was the boss, because I was a consultant, but now I work for someone.”

The teacher then asked Betzy, “what time did you hit the hay last night?”, Betzy answered, “2 am, because I am insomnia, I usually wake up at 5 and I just pray and I usually watch TV and play games.” Putra got his turn, he said, “Last night I hit the hay at 11 pm” The teacher asked, “what about this morning, what time did you wake up?” “at almost 8 am”. “What time did you hit the hay last night?” “I hit the hay at 4 am.” “What did you do last night?” “Stand by in my post, Miss”. “Are you sleepy now?” “No”, said Abe.

The teacher then asked the students to take a look at their previous hand out. They had homework. The teacher delivered the objective of the learning, “Okay then, we are going to continue discussing the last hand out and after that you have to practice your speaking and give your opinion. After discussing the hand out, I hope you can know how to make correct sentences and utterances in English, and when you speak and give opinion in English, you will not make many mistakes.”

The teacher wrote a sentence in the whiteboard. HE IS ANGRY WITH ME. She asked the student to change the sentence into its negative and interrogative sentences. (The students were quite attentive but some students were a bit noisy because they sat beside their close friends). Then the teacher wrote other active sentences consisting of present tense sentences (with auxiliary verb and sentences with verb), past sentences (with auxiliary verb and with verb) and future tense sentences using will (modal verb). When asked to change the sentences

into negative and interrogative, students were able to do it by themselves without the help of the teacher. The teacher guided them to pay more attention to the form and the details.

After finishing giving explanation related to the previous materials, the teacher started discussing the homework and she asked the students' reasons of the answers. While reading their homework ("Everybody can speak English if she/he knows the secret"-the handout is inserted in the appendix), the teacher corrected the pronunciation. When there was a student whose answer was incorrect when giving the answer, the teacher asked the other students to correct their friend's answer. Most students were able to give correct answer, however, some were sometimes confused about the word class of certain words and thus they didn't know whether they had to put auxiliary verbs.

After finishing discussing the homework and correcting the mistakes as well as giving the explanation, the teacher gave them vocabulary check. She gave a vocabulary exercise to enrich the students' vocabulary. She asked the students to memorize vocabulary list 3. After students finished doing the vocabulary exercise, the teacher checked their answer and gave the correct pronunciation also asked the students to repeat after her.

After that the teacher gave a speaking practice. Each student had to talk about a topic that they got in 2 minutes, spontaneously. They could talk about anything that crossed to their mind, or they could give their opinion. The teacher called it as "Speaking Challenge Activity". The students would get different topics and this activity will be used as an assessment. The students looked a bit nervous but excited. This time, the teacher would not help them or correct their mistakes and neither would their friends.

Rori, the confident one, got the first turn. His topic was: Homework. He said, "Homework for me isn't important. When I was a student I never didn't- I never did my homework. My lecturer get me a good score. Maybe, my skill in the field is the best. That is my experience. If I has- has- have a child maybe I will not ask he/she – him/her to do their homework very well, but homework for me is not important."

Abe got the next turn and his topic was: Cell phone. Abe gave his opinion, "My cell phone is very important for me. If I (kemana-mana tu apa ya?) emmm... If I go to somewhere, someone can be call me- someone can be called, can be, can call. Someone can call me. Maybe sometimes it's not important for me because sometimes it disturb me. Sometimes I have a activity, and more important than cell phone."

Hoei was the next speaker after Abe. Her topic was: SMOKING. Hoei gave her opinion, "I don't like smoking. I don't like smoke. Every people likes smoke, so I don't like smoke. Evelyn, Vi is a smoker. She always smokes everywhere. If he, eh she not smoke, she cannot live. She smoked still in elementary school, and now she is a smoker."

Thenny spoke after that. She talked about UNIFORM. She said, "I used uniform when I was in elementary school until senior high school, but now I don't wear it anymore, because I am

jobless (the class laughed), but I think uniform is important for students. People will know that they are students, I think it's good."

Vi talked after Thenny, she talked fast and fluently, but not accurately. Her topic was; ENGLISH. She said, "English is now very important. We talk to many people with English. Its can be for communication with other people and joining other people, for example, perusahaan tu apa ya... the company!. The first time I go to EME and I saw the brochure, I think it's very expensive. I hope English not more expensive." (the class joked and laughed for a moment).

The next turn went to Putra. His topic was GAMES. He said, "I think games is important for us. Games can train our brain to more effective. It can up our IQ. Games for fun too, and fill our leisure time."

Aida got her turn after Putra, she talked about SHOPPING. She explained, "I think all people like this activity, because all people have many kebutuhan apa ya? Emm.. needs. I'm confused. Emm., I like shopping because if I went, eh, go to a place for shopping, I can refresh my mind."

Dini got her turn after Aida, her topic was WATCHING TV. She said, "I think everybody like watching TV. Everybody have TV in their house. In TV have many program which we can watch everytime, everyday. In TV we can know about what happened in other place from our place and everywhere."

Betzy then talked about MONEY. She said, "Money is important. If we want to do everything, we need money. That's why a lot of people want to seek a job to find money and to fulfill their needs. The bad effect of money people doing all ways to get money with bad ways, halal or haram ways."

Gatno talk abot his topic, his topic was FRIENDSHIP. Gatno explained, "Everybody needs friendship to sharing about his/her problem, to solve the problem. If he don't have a friend, ohe doesn't solve his problems and he doesn't have a experience to share. I think, when we have many friend, we can go another place and we can happy."

Fany talked about DIET. She said, "Diet makes crazy. Someone don't have a good food, like my friend. She does not eat rice. She just watch me and my friends eat delicious food, because she cannot eat that. I think you must enjoy your life, why you must have diet? Because she don't confident with her body. I think it's not good. It's not for healthy but for beauty."

Keyza got the last turn and she talked about INTERNET. She said, "Internet is very important. It can help people to search, maybe like news, and what they need; to know how to cook and how to look beauty and to burn films. Internet is not good for children, like play games too much, and not doing their homework. Because internet, we must be smart and if we can't use it very well we can terjerumus, emm, we can fall."

The teacher gave a brief feedback after all of the students had got their turn. She reviewed general mistakes that they produced, such as, they were not careful while speaking; they did not pay attention to the word class and the singular or plural subjects. They advised the students to practice their English more. The time was up and the bell rang, so the teacher closed the class and thank the students for the good cooperation.

Vignette 4 (expressions of agreement and disagreement part I)

The teacher greeted the students. They asked questions to the students, "how are you, guys?". The students answered, "Fine, thank you." The teacher handed them a paper containing a dialogue between 2 people. The dialogue was used as a model of the text. The teacher delivered the aim of the lesson that they needed to accomplish, that was to express their agreement and disagreement. The teacher asked the students to act out the dialogue in pairs. After that, the teacher guided them to identify the expressions of agreement and disagreement (the model of text was attached in the learning material session). The teacher discussed some tips on delivering opinions, giving reasons, giving examples, etc.

The teacher then asked them to reread the vocabulary list 4. The vocabularies were related to the possible vocabularies which they might use to tell their opinion. The teacher gave the vocabulary exercise, checked their answer, and gave the example of the pronunciation. She asked the students to repeat after her.

After identifying the expressions of agreement and disagreement and the model of giving opinions, the students were asked to give their opinion about certain topics. "Our agenda today is to practice your English speaking skills. You have to talk about your opinion about the topics that I will give later. I need two speakers to talk in front of the class. One should agree and the other should disagree. The audience should ask questions and may express their comments or opinions about the problems discussed. (The students were a bit nervous but they looked excited to talk and give their opinion in front of the class).

Thenny and Betzy were the first speakers. They had to choose one number from one to nine, each number contained different topic. They decided that Betzy would agree with the topic and Thenny would disagree. Each of them would have around 4 minutes to deliver their opinion and express their agreement/disagreement before the audience had the chance to ask questions or give their opinions. Their topic was "A wife should stay at home and take care of the family".

Betzy : "I agree that a woman should stay at home and take care of the family, the first is because of the children. If we don't stay at home, we cant really to 100% take care of our baby. Second, we cant really manage all about at home, for example, the food or the safety of our home. Third, the economic side, if we not stay at home, we should pay, emm... spend a lot of money to pay the baby sitter and maid." She paused and asked the teacher whether she should continue her speech, the teacher told her that she had not spent 4 minutes and she had to go on.

Betzy continued, "fourth, sometimes our husband disagree, we should follow our husband if they want us become a housewife, and the last is, our children can know that we are a good mother, if we cannot give attention, our children can become uncontroll, like a lot of play and watch negative things. I think that's all."

The teacher gave the turn to Thenny to express her disagreement.

Theny said, "As a girl, we know that later we have to marry. It is not good if we just stay at home like a maid. That is can make boring. It means that our knowledge about our study, it useless. Keep in your mind that we are not a maid. You should improve yourself; maybe you should continue your study. Let your son know that he has a good Mom, a good worker. Maybe we have plan to get a job,

now it's hard to get money. If only a husband work, we must to help each other and we can take care of our children too. We can pay attention after we finish our work." She paused for some time and thought of another idea, then she continued, "For the children, know that they have a good Mom who work can make the children have responsible, em.. responsibility. The children has knowledge about it. It can make them have with their life in the future. A good house wife is not a maid, but she is help her husband."

The teacher summed up the students' opinions and invited other students to ask question. Gatno raised his hand and ask a question. "I want to ask Betzy. Why do you agree about wife should stay at home? If your husband sick and he doesn't work, and the economic is bad, what should you do?" Betzy answered, "we should open a business in our home. If your husband is sick and you get a job outside the home, its mean that our husband will be, terabaikan apa ya? (the teacher answered 'ignored'), yes ignored." Gatno replied, "opening a business is not easy, you must look for consumers." Betzy answered, "we should see the disadvantages, it means that our husband and children ignored. We can get close to our neighbors and have a good connection, so they can be our consumers."

Thenny then gave her opinion, "if you think like that, it means you are disagree about that. It is not different, you make a business in your home, because you make a business, work and take care of your family. I think, it the same. "

Betzy replied, " if we stay at home, it means that we can work, sambil tu apa ya? (the teacher answered, "while") while we take care of the family and stay with them." Thenny replied, "I can too. I can take care of my family, it the same. I can work while take care of my children.", Betzy replied, "Not all company like to work with the children."

The teacher then gave the opportunity to other students to give their opinion to ask questions. However, Betzy asked the permission to deliver her opinion, "our case here is, our husband is sick and we don't have a good income. If we work outside we will not take care of our husband and it will spend more money if we have to pay the maid or babysitter. So, I just summarize the case."

The teacher asked other students to give their opinion. Keyza then asked, "Are you sure that if your children stay at home can become not childish?", Betzy the answered, "Its depend on our control, for example, if we are not make them childish, so they still can learn about responsibility."

Gatno asked another question to Thenny, "What should you do if your child need love, because love cannot buy by money." Thenny answered, "I will work 8 hour with 1 hour to rest. I can take them to the school. At night, I can help them to do their homework."

The teacher then asked the students to end the discussion. The teacher said, "It was good, now, I'd like to give some feedback (The teacher took some notes while the students were having the discussion. She did not directly correct the mistakes that the students made while they were speaking. She then gave the feedback based on the errors that the students produced in hope that they would have a good discussion and students would not be afraid of making mistakes and that they could be more confident).

The teacher then listed some errors that the students tended to repeat. She wrote the incorrect sentences in the white board and asked the students to help her correct the mistakes. For example

she wrote : he wants become ... He wants doing his homework, We can take care the children, Its depend on how we teach the children, It the same, Child need love, We cant to 100% take care of the children, etc. She gave explanation related to each mistake that the students made. She reminded the students of the previous materials that they had got, for example, the plural and singular nouns and the accurate form of verbs also the modal verbs, the pronunciation, etc. (Most students paid attention to the teacher's explanation. All of them took notes). When the teacher discussed the feedback, some students were able to correct the mistakes, some others did not. However, Vi and Abe seemed to be confused and thought that the materials were difficult. Some other students did not seem to complain. They sighed many times.

The bell rang and the teacher ended the class. She asked the students to practice their English more often and reminded them that the rest of the students would have to get their turn in the next meeting and that every student would have the opportunity to speak in front of the class. She asked the students to pay more attention to their speech while speaking, and hoped that the students would learn and improve their English by leaning from the feedback given previously.

Vignette 5

The teacher opened the class and greeted the students while warming up the class. She greeted the students one by one. The teacher greeted Keyza first, “How are you, Keyza?” “Fine, thank you, how are you, Miss?” “Very well, thank you. What time did you sleep last night?” “At ten.” “What time did you wake up this morning?” Keyza answered, “I woke up at 5. I helped my sister and took her to school because my parents is in (the teacher corrected the mistakes) Jayapura.”

The teacher then greeted Aida, “Hi, Aida. What is your plan today?”

The teacher delivered the objective of the lesson, “Today we’re going to continue our previous materials. We will have more speaking practice. You have to give opinions about the problems that you will get. You will speak in front of your friends two by two. One student will have to agree with the topic and the other should disagree. The other students would have to give questions and comments on the speakers’ opinions.” The teacher reviewed the previous materials of how to express agreement and disagreement. She reminded the students to construct correct English utterances when speaking. The teacher brought a bell that she would ring every time the student made mistakes. She hoped that the students would be able to correct themselves.

Vi and Aida got their first turn. They took a card and they got a topic. Their topic was: INTERNET GIVES MORE BAD EFFECTS. Vi agreed with the topic and Aida disagreed with the topic. Vi gave her opinion first, “Okay, today the topic is about internet gives more bad effects. I agree with the topic. Internet, for example, we cannot prevent a child from open the sites. Many children now are have (the teacher rang the bell and the student corrected the mistake), you know what we see in TV, a senior high school student selling her friend’s virginity on line. Porn sites are bad because the children at first see from the internet and make imagination from it.”

The teacher then asked Aida to give her opinion. Aida said, “Internet gives bad effects? I disagree with the statement. I think internet gives more good effects, if we use it dengan benar (asked the teacher the vocabulary, the teacher answered “appropriately”) appropriately. In internet we can find more information, for example, Google. I think we can use internet to help us to do our homework.”

After the Vi and Aida delivered their presentation, the teacher opened for any questions or comments from the student. Betzy first asked a question to Aida, “I want to ask to Aida, (the teacher pushed the bell, saying “I want to ask Aida”, Betzy repeated after her), you said that internet can help us do our homework, but it can make us lazier, because we only open and copy and paste.” Aida answered her question, “I mean, we can get information from internet, but we don’t have to copy and paste. We get the information and we resume the information berdasarkan (the teacher helped her “based on”) based on the information.

After Aida answered Betzy’s question, then Dini raised her hand, the teacher pleased her to speak, “I want to ask Vi, you said that internet gives bad effects to children, if you have a

child or younger sister, what will you do to control your sister, so your sister not get (the teacher rang the bell, Dini the corrected her mistake) do not, eh does not get the effect?" Vi then answered Dini's question, "if I have a child, I will give a rule; two hours to doing (the teacher push the bell) to do her homework, like my mother, she knows everything about me. She use (the teacher pushed the bell) uses facebook, and twitter. I think it's more controlling."

The teacher summed up the discussion and asked Aida and Vi to choose the next students who should speak in front. They chose Hoei and Abe. Their topic was: **WE SHOULD NOT HAVE A BOYFRIEND OR GIRLFRIEND WHEN WE STUDY**. Hoei agreed and Abe disagreed.

Hoei started first, "The topic is : **WE SHOULD NOT HAVE A BOYFRIEND OR GIRLFRIEND WHEN WE STILL STUDY**, I agree. If we study, we must get focus (the teacher helped to correct her), if we have a boyfriend or girlfriend, we cannot get focused. Study is important for our future. During study, many people gat knowledge, and then many friends. If they have a boyfriend or girlfriend, they don't remember their friends. We can forget our time, homework, bestfriend and family. If teenagers have a boyfriend or a girlfriend, he or she can forget about themselves. He forget about he is a teenager (the teacher corrected, "he forgets that he is a teenager.").

Abe got his turn to deliver his opinion, "in my opinion, I disagree with Hoei's statement, if we have a girlfriend or boyfriend, it's not mean (the teacher pushed the bell, Abe corrected himself) it doesn't mean that we forget all about anything, because in my experience it is not like that (the teacher said, "because it was in your experience in the past, you should say: it was not like that), it was not like that. I think, we can have a good relation with someone and maybe someone can support us or give us motivation about our study and our life, and I'm sure you agree with my opinion."

After Abe finished his presentation, Thenny raised her hand. The teacher pleased her to speak, "I want to ask a question to both of them. Hoei, if you have many problems and you must need someone to help you, a boyfriend can help you. He can help you to do your homework and pick you up and refresh you." Hoei responded to Thenny's opinion, "Don't forget that I have family, friends, best friend and myself. If I have problems, I will share my problems with my family, for the pick up, I can be independent."

After that Thenny asked a question to Abe, "Abe, how if you ahev a girlfriend, then you cannot control yourself and you have a big passion?" the class laughed, and Abe answered Thenny's question, "Based on my experience, I not like that (the teacher pushed the bell) I'm not like that. I can hold my passion and I will get busy doing sports."

The tacher then ended the discussion and asked Abe and Hoei to choose the next speakers. Keyza and Fany became the next speaker. They talked about whether money can make people happy. Keyza agreed and Fany disagreed. Keyza started first, "The topic is: **MONEY MAKES US HAPPY**. I think it's true, money can help you to get anything, and you can be smart people, because you study and you have money to study. You can also make your

parents happiness (the teacher corrected, “happy”) happy. When you work, you need money too. Everything needs money. If you have a boyfriend and you go on a date, you also need money.”

Fany then gave her opinion after Keyza, “Not all is about money. You cannot buy love with money. If you not happy (the teacher pushed the bell) if you’re not happy, you must have a friend in your life. You cannot be happy only because money (the teacher corrected, “Only because of money”).

Betzy raised her hand and she asked Keyza, “We have a lot of cases, for example, a lot of rich people are not happy although they have a lot of money. In America, actresses or actors committed suicide.” Keyza then answered Betzy, “Maybe they not (the teacher pushed the bell) they don’t use their money well. That’s why they are stressed. Maybe in Indonesia, they use money only for their happy (the teacher corrected, “happiness” happiness, and they don’t look around. It’s makes them (the teacher pushed the bell), it makes them stressed.

Vi asked Fany, “Can poor people happy? (the teacher pushed the bell, “Okay, is happy a verb?” the students answer, “No. be happy harusnya”) Can poor people be happy?” Fany answered, “I think yes, if they have love, maybe family and friends.”

The teacher summarized the discussions and invited Dini and Gatno to speak in front of the class and deliver their opinion. After the took the card, the topic that they got was: WOMEN DON’T NEED HIGH EDUCATION. Dini disagreed and Gatno agreed. Dini delivered her opinin first, “In my opinion, if women have a high education, it is good. They can improve income of the family. They can give education she has and teach the children about the education she has.”

Gatno disagreed and he delivered his opinion, “I agree with this topic, in my opinion, women do not need high education because someday if they have husband, the husband should make money. So women do not need high education because a man who must high education (the teacher pushed the bell and helped Dini correct her mistake, “who must have a high education”, Dini repeated after her) more from women, so he can earn more money. A man should earn money for the family.

Abe asked a question to Gatno, “If a woman can lead your country, like Megawati, what do you think about it?” Gatno answered, “It’s okay, but in family the man is the leader.”

The bell rang and the teacher asked the students to get back to their seat. She gave an overall feedback of the discussions and the presentation that the students had done. She gave some praises and thanked the students for their cooperation. The teacher asked the students to reflect on their presentation, some students were not satisfied and admitted that it was harder to speak, especially spontaneously than to do written exercises. The teacher discussed some common mistakes that the students still made based on the presentations done by the students, and she hoped that the students would be more careful and would practice their English ore often outside the class.

Vignette 7

The teacher started the class. She greeted all students, and then she greeted and had a little chit chat with each student. First, she chatted with Fany "Did you have your breakfast?" "Yes." "what did you have for your breakfast?" "Just sereals."

She then greeted Keyza, "What about you? How do you feel today? Hungry or full?" "I feel hungry." "Did you have your breakfast?" "No, not yet."

"Gatno, did you have your breakfast?" "No, I not eat breakfast (The teacher corrected him and he repeated after the teacher's correction.) last night I sleep (he corrected himself) I slept for two hours, at 3 am until 5 am, at 5 I woke up and prayed and I watched football again." "Do you now feel sleepy?" "Yes, I feel sleepy." Fany then commented, "Whoa.. it can make him die." The teacher continued to talk with Gatno again, "It's okay, you can sleep again after this." "No, I must take flowers to Bantul." The teacher then greeted Vi and Hoei who came a bit late, "Good morning, how are you today, girls?" "Fine." "Why were you late?" "We woke up late." "What time did you wake up this morning?" Vi answered "At 7.20" "Hw long did you take a bath?" "Only 5 minutes." "Do you still feel sleppy, Hoei?" "No."

"Thenny, what about you? Did you have your breakfast?" "Yes" "What did you have?" "I ate bread and milk this morning."

The teacher also greeted Abe, "How are you, Be?" "I'm fine, thank you." "Did you have your breakfast?" "No, not yet."

The teacher asked another question to each student, "Do you usually come in time, on time, or late?" She then explained the difference among coming in time, on time and late. First she asked Betzy, "Do you usually come in time, on time, or late?" "I usually come on time." "Why?" "Because I don't want to come late but I don't want to come too early." "What about you Gatno?" "I usually come in time because I don't want late" (the teacher corrected him by saying. "I don't want to be late." Gatno then repeated after her. The teacher asked the same question to Keyza, she then answered, "Sometimes I come in time or on time, but yesterday I came late." Fany answered the same question, "Same with (The teacher corrected her, "Same as", Fany then repeated after her.) Same as Keysa." Hoei answered the same question, "Usually I come in time but today I came late." Vi also commented, "Same as Hoei, I usually come in time, because we always go to EME together."

The teacher continued the chit-chat by asking a different question, "If you come in time to EME, what do you usually do?" She asked Abe first, "I usually talk with the front officers." (The teacher teased Abe, "You are a gossip, right?" Vi, Hoei and Thenny commented, "Yes... he is a gossip." The class laughed. "What about you, Keyza, what do you usually do if you come in time to EME?" "I usually tal with another friends, (The teacher corrected, "You mean, other friends?" "Yes." "What about you, Fany?" "I usually read magazines and I open my social media, like twitter." Hoei answered the same question, "I usually gossip with Thenny, Vi, and Abe." "What about you, Gatno? Do you like gossiping?" "No, I don't like." "But, by the way do you know our front officers?" "Yes." "How many front officers do we have?" "four." "Emm.... Actually we have 3 front officers, or receptionists."

"Do you know our front officers?" Hoei then answered, "Yes I know, Kak Nila, Shanti and Kak Dian" the teacher replied, "Yes, correct. Do you know their job descriptions?" No students voluntarily answered, the teacher then invited Betzy to answered, She answered, "Emm.. maybe for registration. Mengurus pendaftaran." The teacher helped her translate the sentences and she wrote it on the whiteboard: Everyday, Nila takes care of the registration. "What else, Dini?" Dini answered, "Prepare the schedule." The teacher wrote on the whiteboard again: She always prepares the schedules. (She added more information and wrote it on the whiteboard.) She keeps the magazines and DVDs. "What else Abe, do you know?" Abe answered, "Minta uang, nagih-nagih uang kursus tu lho Miss." (The teacher then helped him translate his idea in English) while writing on the whiteboard: She manages the administration. Keyza added, "She smiles to everyone." Vi also contributed, "Menjelaskan tentang EME gitu."

The teacher then listed some job descriptions of the front officer, by giving examples on the white board. She wrote:

Nila takes care of the registration.

She prepares the schedules.

She keeps the magazines and DVDs.

She manages the administration.

She describes EME to new costumers.

She greets and smiles to everyone.

The teacher then delivered the aim of the study, "Alright, so we know the function of present continuous; that is to tell about general information. The sentences on the whiteboard are the examples, because the sentences describe the descriptions of the front officer's job. Now, we are going to learn about how to express something that is happening at the moment-not only as a habit of general information."

The teacher asked one of the students to peep outside and see what the front officer was doing at that time. Hoei then went outside and then she reported what she saw in the living room. "Nila lagi sms terus ada buku di depannya."

The teacher then guided the students to translate that into English, some students translate "She text someone."

She then explained the present continuous tense, she wrote on the whiteboard:

Nila is texting someone.

(The teacher guided the students to make other sentences by changing the subject).

You are texting someone.

Someone is texting her, etc.

(Students were able to follow the teachers' direction. They were able to construct sentences using Present Continuous; the use of to be and the Ving). The teacher explained the use of the tense and explained the difference between simple present and present continuous tense which is to express something in the progressive action.

Students were attentive and cooperative, they wrote the explanation on their notes, Thenny even asked a question, "Kalo kita mau ngomong, sekarang ini banyak orang pakai internet tu terus gimana?" The teacher answered, "You can say: Many people are using internet nowadays. This explains the trend or something that is happening, perhaps, momentarily." The teacher then explained the use of present continuous further, including the adverbs of time which were usually used to explain progressive actions.

The teacher checked the students' understanding by asking them to make a sentence using present continuous tense to explain things which were happening in the class. However, the students should not use the same vocabularies which had been used by their fiends. The teacher pointed Aida first, she answered, "I'm writing now." Hoei got the next turn, "We are sitting now." Gatno got his turn, "Everybody looking at me." (The teacher corrected his mistake and reviewed the material on the whiteboard again). Fani said, "I'm reading something on the whiteboard." Keyza answered, "Miss Intan is teaching our class now."

After checking the students' understanding, the teacher then guided the students to change the sentences into the negative and interrogative forms. Most of the students were able to change the sentences.

The teacher led the class to do a game. She divided the class into three groups. She asked the students to observe EME, the teacher would decide whether they had to make a positive, negative or interrogative sentence using present continuous based on the situation at that time. The class went to the living room. The students were not allowed to make the same vocabularies used by their friend previously. The teacher gave some examples based on the situation in the living room. "Nila is texting someone." (for the positive sentence) "Nila is not reading a book," (for the negative sentence) and "Is Nila calling someone?" (for the interrogative sentence).

The teacher guided the students to go to the parking lots. By seeing what was happening there, and observing the situation, the students were asked to make sentences using present continuous tense and thus the game was begun. The teacher asked the students one by one randomly.

The teacher first asked Thenny to make a positive sentence, and she answered, "Pak Kiman is sitting." And the teacher asked Aida to make the negative sentence using different verbs. Aida answered, "Are we sleeping?" the teacher then asked Fany to make a negative sentence, she said, "Pak Kiman is not eating."

The teacher guided them to come inside again and to see another class which was having a class through the window. She asked Gatno to make a positive sentence, Gatno said, "They are studying." She then asked Vi to make a negative sentence, she said, "Miss Merry is not wearing high heels." And the teacher asked Keyza to make a question sentence, she said, "Are we sleeping?" (The verb had been used before so she didn't get the score.)

The teacher then asked the third group, they went to the living room. The teacher first asked Abe to make a positive sentence, he said, "Niken is coming." After that she asked Dini to make a negative sentence, she said, "We are not playing games." And the last, she asked Betzy answered, "What do we doing?" (She made mistake and she couldn't contribute a score to her team)

The winning team was Thenny's team because they didn't make any mistake and the teacher gave a gift to the team.

They went back to the class, and the teacher again checked their understanding by reviewing all the materials that they had learnt, especially the tenses and the use. This was to improve their accuracy while they spoke.

The teacher checked the students' understanding by writing some questions on the whiteboard, such as:

1. She _____ (read) a book everyday.
 (-) _____
 (?) _____
2. She _____ (read) a book last night.
 (-) _____
 (?) _____
3. She _____ (read) a book tonight.
 (-) _____
 (?) _____
4. She _____ (read) a book now.
 (-) _____
 (?) _____
5. She _____ (be) happy everyday.
 (-) _____
 (?) _____
6. They _____ (be) happy yesterday.
 (-) _____
 (?) _____
7. She should _____ (be) happy.
 (-) _____
 (?) _____

Almost all of the students were able to fill the blanks with the correct form of verbs and they were also able to change the sentence into the negative and interrogative sentences by themselves. After answering the questions orally then they wrote it on their notes.

The teacher then handed a written exercise to the students. (The handout is incorporated in the appendixes). The handout was entitled "I usually do my homework everyday, but last night I didn't do it so now I'm doing it". The teacher gave the handout for their homework.

The bell rang and the teacher pleased the students to ask any questions. No one asked a question. The teacher motivated the students to practice their English outside the class and to join Daily Conversation if they have time. "So by knowing the functions of these tenses you will be able to talk and share about everything, maybe about your life, someone's habits, your experiences, such as your love experiences, and your future, your dreams, etc. so, now you need to have a lot of practice, you can practice it with your friends outside the class, or you can join Daily Conversation at EME if you have time, but don't forget to keep the spirit and enjoy the learning."

The teacher reminded them to memorize the next vocabulary check for the next meeting, thanked the students and she closed the class.

Vignette 8

The teacher opened the class by greeting the students. She greeted Fany first, "How was your night, Fany?" "Good, because I laughed." "Did you stay up late last night?" "Yes, I stayed up until 12.30" "Did you gossip?" "A little, because I met someone and he said "Can I get your number?" and I gave my number." "Are you interested in him?" "Maybe, but I'm afraid, it's not easy for me to open my heart again."

Then the teacher greeted Keyza, Hoei, Thenny, Vi, and Gatno she asked them how they were doing. "How are you, Gatno?" "Fine." "What do you plan for today?" "Take flowers."

"Hi Keyza, how are you?" "I'm fine. How about you?" Keyza asked the teacher. The teacher replied, "I'm fine, thank you. How was your night?" "I'm tired because I have to pick up my brother and go to the hospital. My aunt is sick." "Do you have class in college?" "Hey, I graduated from college!" The students laughed and the teacher commented, "O right, I forgot. I am the one who hasn't graduated." The class laughed.

"Hi, Thenny. How are you?" "Fine." "Have you taken a bath?" "Yes, of course." Do you always take a bath every morning although you don't have anything to do?" "Yes, of course. What about you?" "I think we have different habits. I like to save water." The class laughed. "So, what do you plan to do today?" The teacher asked Thenny. "Emm... nothing."

The teacher greeted Vi, "Vi, how are you?" "Not really good, I don't really well. Sakit bulanan tu apa ya? (Vi asked the teacher about the vocabularies she wanted to use, the teacher replied, "You mean, you're having your period?") yes, I'm having period." Keyza then gave a suggestion to Vi, "Try to drink jamu!" Vi answered, "I don't like jamu, very pahit (the teacher helped, "bitter")."

"Hi, Hoei, how are you?" "I'm very good." "Yes, I think you are always happy all the time."

"How are you, Abe?" "Fine, Miss." "What do you plan to do today?" "Maybe I will go to my hometown after this." "Where do you come from?" "Magelang." "Oh, yes, it's near."

"What about you, Aida?" "Fine, thank you." "You're having your holiday, right?" "Yes, but I also work in my campus, so I don't have a holiday." "So, you don't plan to go on a holiday?" "No, maybe only for Idul Fitri later."

"Hi, Dini, how was your night?" "Good." "Did you stay up late?" "No." "What do you plan to do today?" "I still have exams, this afternoon I also still have an exam so I will go to campus." "Okay, good luck for your exam!" "Thank you."

"What about you, Betzy?" "What do you plan today?" "I don't know yet."

The teacher review the previous material, "So what did you learn in the previous meeting?" Thenny commented, "Homework!" "Okay, so now let's check our homework" The teacher invited the students one by one to read their answer and to give the reasons. Most students were able to give correct answers and right reasons. When the students made mistakes, the other students were able to give the correction and explained the reasons. The teacher corrected some pronunciation mistakes, she wrote the word on the blackboard and asked them to repeat after her.

The teacher review again the previous materials and checked the students' understanding; she asked, "What did you learn from the previous meeting?" Some students answered, "Present Continuous, Miss." "Yes, correct. When do we use this tense?" Some students answered. "For now, Miss." "Yes, it is used to say something that is still happening at the moment. So please give me an example, Keyza." Keyza answered, "You are teaching now." "Very good. One more please, Gatno" Gatno answered, "We are sitting." "Good."

The teacher then delivered the objective of the lesson, "So, today we are going to learn another function of present continuous, that is to express our plans, and future arrangements. So later, by the end of the class, you will be able to express your plans using this tense."

The teacher then wrote on the whiteboard :

I ate pizza last night. (She then explained the use of verb2 for past experiences)

I eat pizza everyday. (She explained the use of V1 for the present information, as a habit and a routine activity)

I am eating pizza at the moment. (The use of Ving in the progressive action) and

I am eating pizza tonight. (For future arrangement/plan) and I'm going to eat pizza tonight.

The teacher explained the use of the tense and the function of each tense. The students were quite cooperative, they wrote the explanation and example on their notes. Thenny asked a question, "What is the difference between will and I'm going to?" The teacher answered the question by explaining their level of certainty and she gave more examples.

The teacher then handed a handout. It contained some questions of past, present and present continuous for future arrangement. The teacher asked the students to ask their friends and work in pairs. She asked them to pay more attention to the tense that they had to use by considering the time. Before asking them to work in pairs, the teacher asked some students. First she asked Abe, "What do you usually do on weekends?" Abe answered, "I usually coach the diving community on weekends." She then asked Abe, "What about next weekend? What are you going to do?" "I'm going to my mother home, (he corrected himself) my mother's home."

She then asked Fany, "What did you do on your last weekend?" "I went to Timoho street to accompany my friend." "And what are you going to do next weekend?" "I'm going to swim."

After checking the students' understanding, then she asked the students to work in pairs. The students then worked in pairs and practiced their English and the use of future arrangements. The teacher monitored the students by involving in each group in turns.

After the students asked their friends and had an interviewed with their partner, the teacher asked them to go back to their seat. The teacher then again, asked some students to answer her questions. She asked Hoei, "What did you do last Sunday?" "I went to my aunt's funeral." "What about next Sunday?" "I am going to church."

“What about you, Thenny. Who accompanied you last holiday?” “My family and my friends.” (The teacher asked her to make a full sentence) “My family and my friend accompanied me last holiday.”

She gave some feedbacks based on the activities that the students had done. She discussed some mistakes that they made and asked them not to make the same mistake, such as “I back to my hometown every weekend.” Or “I looked a movie last weekend.”

She gave opportunity for the students to ask questions. No one asked any more questions. She then closed the class by thanking the students and hoped them have a good day.

Vignette 6

The teacher opened the class by greeting the students. She first greeted Gatno, "How are you, Gatno?" Gatno answered, "Fine, thank you." "How is your garden?" asked the teacher. Gatno answered, "Not too good, because of the effect of the gasoline price". "So, the gasoline price affects your business?" "Yes, Mam." "I hope it will get better again soon." "Thank you."

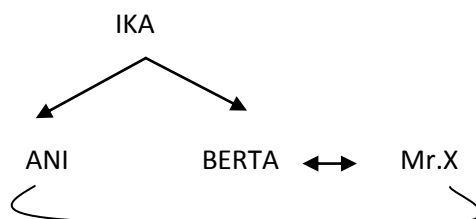
The teacher then greeted Vi and Hoei, "Hi, girls, how are you?" "Fine, thank you." "Is everything fine with your business?" They answered, "Yes, fine." She then asked Gatno again, "So where do you usually buy your flowers?" "From Malang or Lembang" Gatno answered. Dini came and the teacher greeted her, "Hi, Dini, as a girl, do you like flowers?" "Yes, of course." "Did you ever get flowers from your boyfriend?" "No, never." "So are you having your holiday?" "Not yet. Next week is my exam and after that I will have my holiday" "Okay then, good luck for your holiday." The teacher then greeted Thenny, "Hi Thenny, how are you? How was your sleep?" "I'm fine and I slept well." She then greeted Abe and Fany.

The teacher began to start the class by showing a picture of two guys who seemed to be close friends. They seemed to fall in love with the same girl. The class began more lively. She then distributed a paper to each student. The paper consisted of a dialogue between other people who gossiped about them and their triangle love. They shared their opinion and suggestion to solve the problem in that situation. They seemed to have different suggestions. (The handout is incorporated in the appendix). Before asking the students to act out the dialogue, the teacher delivered the objective that they needed to accomplish, "So guys, you have a situation here, you have a problem here. I want you to give your suggestions or opinion about the problem. Because our agenda today is to practice our speaking and by the end of the class, you have to be able to use the expressions of giving suggestion and you can also combine it with the previous materials of giving opinion."

The teacher then guided them to act out the dialogue in pairs. She discussed the dialogue after the students acted it out. She guided the students to identify the expressions used to give suggestions, such as the use of should, shouldn't, must, must not, have to and don't have to, recommend, etc. The teacher also gave some tips on how to give reasons to the suggestions. She then asked the students to do the vocabulary exercise before they started to give their opinion to enrich their vocabulary.

The teacher then began to talk about a story, a problem. "Last night I got a phone call from my friend. We studied at the same university and last night she told me about her problem, not her problem, actually, It was her friend's problem, but now it becomes her problem. So Ika, my friend's name, has two friends. Their names are Berta and Ani. Berta is in a relationship with a guy, let's say, Mr.X. They have been together for three years, but Mr.X seems to approach Ani. He often sends romantic messages to Ani. Ika knows the problem, but Berta doesn't know the problem."

She talked about the problem and after that drew on the whiteboard:



Vi commented, "Wah.. itu sudah pernah terjadi (That once happened to me)." The teacher then responded to Vi, "Okay, now, perhaps let's start from you VI, because you once experienced this, so, what do you think Ika should do?" Vi then answered, "Ika should tell Ani to leave Mr.X, but tell Berta too and they discuss together."

Dini suddenly offered another suggestion, "I was like Ika, Mr.X menggoda (She then asked the vocabulary to the teacher and the teacher said, "flirted with") flirted with Ani, but Ani doesn't like, so Ani told me about that, and I told Berta about the situation, so Ani was angry with Mr.X." The teacher asked, "Did they break up after that?" Dini answered, "yes, but only for a moment and they 'balikan' (She asked the vocabulary to the teacher and the teacher answered, "started over again") started over again."

The teacher invited other students to give their suggestion, she asked Keysa to give her opinion. She said, "I don't have any experience. If Ani have a relationship with Mr.X, it's normal if Mr.X want to get a better girl in the future, maybe. So if I am Ika, I will not ikut campur (she asked the vocabulary to the teacher, the teacher answered while writing on the whiteboard, "interfere"), yes I will not interfere about Ani's problem. It's just feeling, so, no comment, I will not interfere."

The teacher asked for Aida's opinion, "Aida, which opinion do you agree with?" Aida answered, "I have a different opinion, I think Mr.X should choose Ani or Berta." "Do you mean Ika should tell Mr.X?" "Yes, I think so."

Fanny answered voluntarily, "Actually, I ever have (the teacher corrected: "I once had" and Fanny repeated after her) the same problem. I become Berta. I have a friend like Ika and she knew about the problem but she didn't tell me about the relationship Mr.X and Ani. I have instinct about that and I finally knew about that and it made me broken-hearted. First I am angry with Ani, but I tried to forget Ani. It is not easy, because before she had a relationship with Mr.X, she don't like him, but in my back, she made a backstreet relationship. I knew it from the message of Ani and Mr.X. I was angry with Ani, but she just cried, cried and cried. I broke up with Mr.X and I forgot Ani. I don't want to have friendship with Ani. I feel good because I know Mr.X is not good for me. I think God is kind because menunjukkan jalan yang lurus (the teacher helped her to translate her utterance by guiding her)."

The teacher then asked Hoei to give her opinion. She said, "I don't have experience like that. If I become Ani, I will talk to Mr.X, why do you mendekati (she asked the English vocabulary to the teacher, the teacher answered, "Approach") approach Ani? You are my friend's boyfriend. If I

become Berta, I will talk to Any that Mr.X is my boyfriend. If I become Ika, if I know the problem, I will talk with Berta and Ani. If I become Mr.X, if I don't love Berta, I will leave"

Thenny then got her turn to give her suggestion or opinion about their friends' suggestion. She then said, "I don't know how to solve this problem. I need a solution because I also have the same problem." The class laughed. "I become Ika here, I think I will try to talk with them one by one. I wait for the good time, but I don't know when."

The teacher then gave the boys opportunity to deliver their opinion. Gatno started first, he said, "If I become Berta, my suggestion is Ani leave Mr.X and Mr.X should not interfere relationship with Berta, Ani and Ika friendship. Mr.X should keep the relationship with Berta."

Abe took his turn, he said, "if I become Ani and know Mr.X is Bertas's boyfriend, I will maybe menjaga jarak (the teacher helped him translate his utterance into English "keep a distance") because I don't want to destroy their relationship."

Rori then gave his opinion, "I agree with Keysa's opinion that maybe Ika should not interfere the problem. Let just they know it by themselves."

Putra gave his opinion, he said, "I think friendship is more important than love, so I think Berta should break up with Mr.X and find another boyfriend."

The teacher then gave the question back to Thenny, who had the same problem, "So, Thenny, what do you think is the best solution?" Thenny then gave her opinion, "I will tell them one by one, I think. And I will let they discuss together."

The teacher then gave some feedback based on the discussion and the way the students expressed their idea. She praised the students and noted some common mistakes that most of the students produced while speaking spontaneously, such as the inconsistent tense when they want to talk about their past, present and future. The pronunciation, the diction, etc. he teacher asked them to simplify their utterances to avoids problem with the vocabulary.

She then began to direct the students to have a free practice activity. She divided the students into three groups; each group consisted of three to four students. They had to have a discussion in their group to solve some problems. They had to give their suggestion or opinion about their friends' suggestion. The teacher gave them some cards containing problems, they must discuss the problem one by one and each student must give his/her opinion or suggestion about the problem."

The teacher asked the students to help each other and to correct their friends' mistakes if they could. The teacher monitored the group one by one, guided them, gave correction and tried to help the students whenever they found difficulties.

In the end of the class, she gave feedback to the students.

Vignette 9

The teacher opened the class and greeted the students. First, the teacher greeted Gatno, "Hi, Gatno, how are you? How was your night?" "Good." "Did you stay up late last night?" "No, I slept very early" "What time did you wake up this morning?" "I woke up at 5 am." "Did you have your breakfast?" "No, I did not."

The teacher then greeted Keyza, "How are you, Keyza?" "Great! What about you?" "I'm very well, thank you. What is your plan today? This is Friday." "Nothing." "How was your night?" "Just so-so" "Did you have a nice dream?" "No, a bad dream, I think (she laughed). I can't sleep because it's very hot." "So what did you do last night?" "Prayed and I read the vocabulary." "Good, so you learned last night."

The teacher greeted Vi, "What about you? Did you stay up late last night?" "No." "What time did you sleep last night?" "I slept at 10 pm." "What time did you wake up?" "At 8." "What is your plan for today?" "I will sell soya drink." "How often do you make the drink?" "Twice a day, eh dua hari sekali, tu apa? (The teacher helped her, "Once in two days.") "So where will you go?" "I don't know."

She greeted Hoei, "Are things okay?" "Yes, I'm fine." "What is your plan today?" "Same as Vi, I will sell the soya drink." The teacher greeted the rest students of the class and asked them how they were. She then delivered the objective of the lesson, "Today we are going to learn how to express our preference." The teacher showed a picture of western food and Indonesian food, asked the students and wrote it on the whiteboard: which food would you prefer, Indonesian food or western food. Some students answered Indonesian food and some other answered western food. The teacher guided them to construct the whole sentences of the expression showing their preference. "I would prefer to have Indonesian food."

After that, the teacher handed them a hand out containing a dialogue. The teacher asked them to act out the dialogue in pairs. After that, they identified together the expressions used to express their preference. The teacher then wrote on the whiteboard a question: 1) What kind of pet would you like to have?

She asked Thenny to answer the question first. She answered, "Dog." The teacher asked her to answer the question in a full sentence. Thenny then answered, "I would like to have a dog." "Why would you like to have a dog?" "Because I have it and it's smart." "How many dogs do you have?" "Just one." "When did you have it for the first time?" "When Christmas day, its name is speedy, because it can run very fast." "Do you have it in your boarding house or in Kupang, your hometown?" "In my hometown." "Do you miss it?" "Yes, If I have a call from my father, I always want to listen to my dog."

The teacher asked Dini to ask the same question to another student. Thenny then asked Dini, "What kind of pet would you like to have?" Dini answered, "I would like to have a cat, Angola." "Why so you like Angola cat?" "Cats have three classifications from its hair (the teacher corrected, "Its fur, not hair.") its fur, so I'd like to have an Angola cat, especially Himalayan breed. It has black color in its nose, ears, and ekor (The teacher said, "tail") tail, but the color of its body is white. "Have you ever

had a pet before?" the teacher asked. "No, I never have a pet, but I will have it because my aunty will give a cat to me, but maybe next month." "Does your family like a cat?" "Very much."

Dini then asked the same question to Fany, "What kind of pet would you like to have?" Fany answered, "I don't like to have a pet. I like to see pets, but I don't want to have pets. I'm always busy, and it make me forget, (the teacher corrected, It makes me") it makes me forget to feed it. It makes me afraid if I forget to feed it, because I'm always late to have lunch and dinner, and it's not good for my pet"

The teacher changed the question, and said, "Thenny likes dogs and Dini likes cats. (She wrote the question on the white board) Which one would you prefer to have: A dog or a cat?" She then asked Keyza to express her preference. "I would prefer to have a dog, because it is smart, friendly and cute." "What is your favorite type of dog?" "Kampung dog (the teacher helped her, "You mean local dogs?"), yes local dogs." "Do you have a dog?" "Yes, two dogs" "What are their names?" "Choki and Chaki, Choki is 2 years and Chaki is 6 years."

The teacher asked the same question to Hoei, she answered, "I also would prefer to have a dog." "What kind of dog do you like?" "I like local dogs, Chocó, Golden Retriever, and Siberian Husky. I have a golden retriever, her name is Betsi. (the class laughed)" Vi added, "Yes, because it's from the certificate. It is very active and naughty, so the name is bad for nakal and she for a female."

The teacher asked them to have a free practice. She handed them a hand out entitle I WOULD LIKE TO EAT DURIAN. She asked the student to as one question to their friend and after they got the information, they should move and talk to another friend and change their partner. The teacher monitored the students while they were talking with their friend.

After the students had their free speaking practice, the teacher asked the students to play a card game and make a circle. Each student should take one card. Each card contained a question and the students should show or express their preference based on the question. Fany voluntarily took the first turn. She read the question, "Tell us something that you'd like to do when you are broken-hearted." (The atmosphere of the class was very lively) She answered, "I would like to shop or have spa, relax my body with my friends and get a new one, because I must move on."

Vi got the next turn (Fany chose Vi to be the next person who took the a card.) She read the question "A country you'd like to visit." She then answered, "I'd like to visit Thailand." Another student commented, "To have a plastic surgery, right? because she wants to be a boy." (the class laughed). "Why do you choose Thailand?" asked the teacher. She answered, "because that's our plan for this year. I want to get a good relation with the seller of flower there, orchid maybe. I want to have a flower business,"

Vi then chose Dini to take the next card. She took the card and read the question, "Someone you'd like to be with when you are having your birthday." She then answered, "I would like to be with my family, my friends, and of course my boyfriend." Keyza asked a question, "What kind of party would you like to have?" "Actually, I don't like party, but I want to hang out together. If I'm with my family, usually I go eating together in a restaurant." Fany asked a question. "Who would you like to say congratulation to you the first time?" "The first one is of course my boyfriend."

Thenny got the next turn; she read the question, "Something you'd like to do when you are single." She then answered, "I would like to do what I want to do, just enjoy your life, make it simple." Keyza asked a question, "What if you are bored?" Thenny answered, "I will share with my family and I'll try to find someone." Gatno asked a question, "You are single right? Do you feel lonely?" (The class laughed, Thenny answered, "Yes, but only when I have problems."

Hoei got her next turn, she read her question, "A gift that you'd like to have for your birthday." She answered, "I don't want anything, just a prayer from my family." Vi asked her, "Don't you want to have something, maybe?" "No, I think just prayers."

Keyza then took her turn, her question was "Something you'd like to do when you fall in love." She then answered, "I would like to take a bath (One student suddenly commented, "Take a bath together with him." The class laughed.) No, I want to be pretty." Betzy commented, "It's strange, bunga tujuh rupa ya?" The class laughed again.

Gatno then took a card and read it, "Someone you'd like to spend your holiday with." He answered, "I'd like to spend my holiday with my family and friends." Vi asked a question, "Not with your girlfriend?" "No. No." (The students tried to match him with Thenny, "Thenny is still single, you know. She is a family girl too." The class laughed)

Aida took her card, and read the question, "Tell me your favorite activity on a date." The class was very lively, some gave Aida ideas to answer the question, "I'd like to eat together and have a romantic dinner."

Abe took his card and read the question, "Place you'd like to visit on your first date." Abe answered, "Because I like movies, I would like to have a first date in the cinema. It is dark also." The class laughed again.

Betzy took her card, she read her question, "A place you'd like to visit to have a honeymoon." She answered, "I would like to have a honeymoon in Paris. Because I think it is very romantic."

The bell rang. The teacher gave a brief feedback and reviewed the material. She gave opportunity for students to ask any question. She thanked the students and ended the class.

- R: Kalau menggunakan bahasa Inggris selama pelajaran, dengan penjelasan bahasa Inggris, kalian benar-benar paham atau enggak? Kira-kira berapa persen yang kalian paham? Terus kalian merasa nyaman enggak? (“If English is used during the class, can you fully understand the materials explained? If not, how much do you understand the materials? And do you feel comfortable with that?”)
- S3: Aku sih ngerti, Miss. Kalau ada orang ngomong terus njelasin pakai bahasa Inggris gitu, aku ngerti, Cuma kalo ngomong aku masih susah dan belepotan. (“I can understand what the teacher explained when she used English, but it is difficult for me to speak and respond to her in English”)
- S6: Ya menurut aku enak dijelasin pakai bahasa Inggris sih, kan kita belajarnya bahasa Inggris, jadi kan bisa dapet contohnya juga gimana cara ngomongnya. Kalo di SMA kan juga ga pernah pakai bahasa Inggris jadi susah. Kalo ngertinya yaa 90% lah, Miss. Tapi Miss ngomongnya jangan cepet-cepet ya. (“I think it is better to use English during the class, because we are learning English, so that we can also get the example to speak English, especially the pronunciation. In High School English was rarely used in the class, so it was a bit difficult to practice English. I can understand about 90%. However, please speak a bit more slowly.”)
- S8 : Aku bisa ngerti sih penjelasannya, walau mungkin ya ga 100%, nggak setiap kata aku tau, tapi aku bisa ngerti garis besarnya dari penjelasan dan materi yang disampaikan. Asik sih, Miss, pelajarannya, jadi ya ga bikin bosan. Temen-temen juga ngomongnya pakai Inggris jadi ya aku juga jadi ikut-ikut aja walau salah-salah. (“I can understand the explanations, although I might not understand every word explained. However, I can understand the picture and the idea of the explanation. The class was fun. So I didn’t make me bored and my friends also speak in English in the class, so I just do the same thing, although I still make mistakes here and there.”)

(Interview transcript, June 24, 2013)

- R : Kalau tujuan pembelajarannya disampaikan, apakah itu membantumu dalam mempelajari pembelajaran? (“If the objectives of the study is delivered first, does it help you understand the materials?”)
- S4: Iya, Miss. Jadi kita tau apa yang bakal dipelajari, terus juga tau untuk apa pakainya. (“Yes, it does. Because of that we can understand what we are going to learn, the functions of the language and when to use it.”)
- R: Kalau kamu tau tujuan pembelajaran, apakah kamu jadi lebih termotivasi untuk belajar? (“Once you know the objectives of the lesson, do you become more motivated to learn?”)
- S9: Iya, aku jadi lebih tertarik aja, soalnya kan tau penggunaannya, terus ya bisa aku praktekin juga kalau pas ikut daily conversation die me

atau ya buat gaya-gayaan aja sama teman-teman. (“Yes, I become more interested in it because I then can practice it when I join daily conversation at EME or when I am with my friends.”)

(Interview transcript, June 24, 2013)

- R : Bagaimana menurut kamu tentang pelajaran bahasa Inggris hari ini? (“What do you think about the today’s lesson?”)
- S1 : Asik banget, seru lah. (“It was fun and interesting”)
- S7 : Bagus, Miss. Asik. (“Very good and fun”)
- R : Aktivitas apa yang paling kalian suka?
- S4 : Aku suka pas pakai kartu terus suruh kasih saran, “Give me Suggestions” itu loh. Masalahnya lucu-lucu, menarik banget. (“I like the card games when we were asked to give suggestions; “Give me Suggestions” activity. The problems were very interesting and fun.”)
- S6 : Panel discussions nya suka sih... seru, jadi bisa kaya debat gitu, pas Thenny sama Betsy jadi speaker juga kan menarik, agak panas tapi seru. Tapi aku pas jadi speaker agak susah juga mau ngomongnya pake bahasa Inggris, padahal ada sih idenya. (“I like the panel discussions, so it was like a debate. When Thenny and Betsy spoke in front, the discussion was very interesting; it was tense but fun. When I became the speaker, it was difficult for me to speak in English to express everything that I wanted to say although I actually had the ideas. It was difficult for me to explain my ideas in English.”)

(Interview transcript, June 28, 2013)

- R : Kamu percaya diri nggak kalau harus ngomong di depan kelas terus atau kasih pendapat kamu, terus nanti dikoreksi kalau bikin kesalahan? (“Are you confident to speak in front of the class or to give your opinion and when you make mistakes, you are corrected while speaking?”)
- S7 : Awalnya ya deg-degan sih, malu kalau salah, tapi ya kan teman-teman juga gitu semua, dikoreksi semua. Lagian juga kan kita bisa jadi tau kalo kita pas buat kesalahan terus disuruh ngoreksi. Jadi aku sih suka aja, lagian kan temanya menarik-menarik, jadi aku suka kasih-kasih pendapat, teman-temannya juga asik soalnya. (“At first I was nervous, I was shy when I made mistakes, but all of other friends also experience the same thing. All of them were also corrected when they made mistakes. Besides, if the teacher corrects us, we then know if we make mistakes and we can try to correct ourselves and try to speak accurately. I enjoy it very much. I like to give my opinion and I am confident, because the topics are interesting and all of my friends in the class are also fun.”)

- S6 : Aku sering banget ngomongnya salah, pas dikoreksi gitu aku ya jadi sadar kalau ternyata aku ngomongnya salah-salah, berarti selama ini Inggris aku masih kacau banget, aku malah senang sih kalo dibener-benerin. Kalau aku sih pede-pede aja untuk ngomong, tapi sekarang aku lebih berhati-hati aja pas ngomong jadi aku pikir-pikir dulu biar nggak salah. (“I often make mistakes when I talk in English. When the teacher corrects me, I realize that my English is still not good and I like it if someone corrects my mistakes. I am always confident, but now I become more careful when I want to speak English so that I don’t make mistakes.”)

(Interview transcript, July 4, 2013)

- R : Bagaimana pendapat kamu tentang latihan vocabulary dan latihan pronunciationnya tadi? (“What do you think about the vocabulary exercise and the pronunciation practice?”)
- S2 : Sangat membantu sekali sih, Miss. Kita jadi bisa tahu vocabulary-vocabulary baru yang bisa dipakai waktu speaking. Kita juga jadi tau gimana cara melafalkan kata-katanya. (“I think it is very helpful. We can get new vocabularies so that we can use them when speaking. We also can know and practice to pronounce the vocabularies correctly.”)
- S10 : Vocab check tu sangat penting sih, menurut aku, soalnya itu sangat mendukung kita. Kita jadi bisa ngomong pake vocabulary-vocabulary yang ada, dan vocab-vocab nya juga kata-kata yang sering kita mau pakai. Aku juga suka latihan pronunciationnya soalnya kan jadi bisa ngomong dengan intonasi dan stress yang tepat jadi ngomongnya bisa bagus. (“I think the vocabulary check (the vocabulary practice) is very important because the vocabularies really support our speaking. We can speak in English by using the provided vocabularies. The vocabularies also include the common vocabularies that we often need to use. I also like the pronunciation practice because then we can pronounce the words with the correct stress and intonation.”)

(Interview transcript, July 4, 2013)

- R: Apakah penggunaan media seperti gambar, cards of situation dan lain-lain di kelas dapat membuat pelajaran semakin menarik? (“Did the use of media such as pictures and cards of situations make the lesson more interesting?”)
- S8: Iya, Miss. Aktifitasnya jadi seru dan nggak gampang bosan. (“Yes, the class became more fun.”)
- R: Apakah penggunaan media seperti gambar dan cards of situation help you understand the materials?”)

S9: Iya, misalnya ada gambarnya kan jadi tau pelajarannya tentang apa, terus penggunaannya tu pas apa, gitu. Pelajaran jadi lebih asik, terus lebih berwarna aja, apalagi cards of situationnya tadi. (“Yes, for example, the pictures helped us understand what the lesson was about and when to use the language. The media made the lesson more enjoyable, especially the card of situation. They made the class more colorful.”)

(Interview transcript, Juli 4, 2013)

R : What do you think about our English routines, the use of English in our classes?

S4 : It’s good, so we can study and we can speak in English. Yes, it’s good, I think, to practice our English. Bener ga inggrisku, Miss? (was my English correct?)

(Interview transcript, July 8, 2013)

R: kalau tujuan pembelajarannya nggak dikasih tau, kamu tahu nggak apa yang mau dipelajari? (‘If I do not state the objectives of the learning, do you know what we are going to learn?’)

S8: Ya tinggal mengikuti aktivitasnya aja, tapi suka bingung intinya apa. (‘I just join the instructions to the class activities though I am confused about what we are going to learn.’)

R : kalau tujuan pembelajarannya disampaikan terlebih dahulu, apakah bisa membantumu dalam memahami pelajaran? (‘If the objectives of the learning are delivered to you, does it help you understand the lesson?’)

S10: Iya, kita jadi tahu mau belajar apa. (Yes, we can know what we are going to learn.’)

(interview transcript, July 1, 2013)

R : Gimana pelajaran hari ini? (‘What do you think of today’s lesson?’)

S2 : Asik banget, Miss. (‘It was really fun!’)

R : Menurutmu aktivitas apa yang paling menarik ahri ini? (‘What was the most interesting activity of the day?’)

S5: Waktu yang disuruh ambil kartu dan sharing jawaban sama teman-teman. (‘It’s when we were asked to take cards and share our answers to our friends.’)

R : Sekarang kalau harus ngomong pakai bahasa Inggris, pede nggak? (‘Now, if you have to speak using English, are you confident?’)

S6: Pede lah, Miss. (‘Yes, of course.’)

(Interview transcript July 8, 2013)

R : Bagaimana menurut kamu tentang Vocab dan pronunciation check di setiap pertemuan? ('What do you think about the vocabulary and pronunciation check which we usually have in every meeting?')

S9: Ya, menurut aku itu penting juga lah, supaya kita juga bisa tau vocab-vocab baru, terus kalo mau ngomong kan jadi terbantu. ('I think it is vey important. We can know new vocabularies and we can use those vocabularies when we speak.')

R : Apakah vocabulary dan pronunciation check dapat membantumu dalam berbicara bahasa Inggris? ('do you think the vocabulary and pronunciation check helps you while speaking in English?')

S6: Iya, jadi kita bisa ngomong pakai vocab-vocab yang ada dan kita juga bisa pronuncaitionnya. ('Yes, we can speak by using the new vocabularies and we can pronounce the vocabularies correctly.')

(Interview transcript, July 5, 2013)

R : Media yang dipakai di pertemuan hari ini membantu kamu dalam belajar nggak? Apakah media membuat pelajaran lebih menarik? ('Did the media used in today's class help you learn English? Did the media make the class more interesting?')

S5: iya, menurut aku pelajarannya jadi menarik dan aktivitasnya banyak. ('Yes, I think the lesson became more interesting and the activities were varied.')

R : Menurut kamu, bagaimana penggunaan media recording di kelas tadi? Bermanfaat atau tidak? ('What do you think about the use of recording media in the classroom? Was it useful?')

S4: Ya sanagat bermanfaat, kan bisa latihan untuk listening, terus juga bisa belajar biar pronunciation nya bisa kaya yang di kaset tadi. Pelajarannya juga jadi nggak mbosenin. ('I think it was very useful. We could practice our listening and we could also learn the pronunciation from the example in the recording. Moreover, the lesson became more interesting.')

(Interview transcript, July 8, 2013)

R :Apakah kamu merasa senang belajar bahasa Inggris kalau kamu bisa mendapatkan hadiah? ('if you can get rewards, do you feel happy to study English?')

S3 : Iya dong, rasanya seneng dan bangga, terus lebih asik aja. ('Yes, sure. I feel happy and proud if I can get the rewards. It also makes the learning more fun.')

R :Apakah kamu jadi lebih termotivasi untuk mengikuti pelajaran kalau ada reward nya? ('Did you feel motivated to join the class activities since there were some rewards?')

- S7 :Iya, Miss, jadi kepingin jadi 'the student of the day'. (Yes, I became motivated to be 'The Student of the Day')
(Interview transcript, July 11, 2013)

